

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE
ELEVENTH GRADE STUDENTS OF THE MULTIMEDIA
DEPARTMENT AT SMK N 1 GODEAN, SLEMAN**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for Attainment of
the Degree of *Sarjana Pendidikan* in English Education**



**By:
Mettayana Anggun Puspitasari
06202241035**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF ARTS AND LANGUAGES
STATE UNIVERSITY OF YOGYAKARTA
2011**

APPROVAL SHEET

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE
ELEVENTH GRADE STUDENTS OF THE MULTIMEDIA
DEPARTMENT AT SMK N 1 GODEAN, SLEMAN**

A THESIS

**Written by
METTAYANA ANGGUN PUSPITASARI
06202241035**

Approved on 2 December 2011

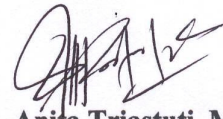
By

First Consultant,



**Joko Priyana, Ph.D
NIP. 19650122 199001 1 001**

Second Consultant,



**Anita Triastuti, M.A.
NIP. 19741205 200312 2 001**

RATIFICATION

DEVELOPING ENGLISH LEARNING MATERIALS FOR THE ELEVENTH GRADE STUDENTS OF THE MULTIMEDIA DEPARTMENT AT SMK N 1 GODEAN, SLEMAN

A THESIS

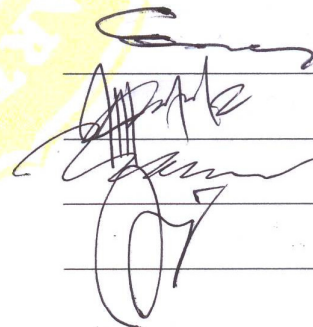
By:

Mettayana Anggun Puspitasari
06202241035

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
Yogyakarta State University, on 20 December 2011 and declared to have fulfilled
the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English
Language Education.

Board of Examiners

Chairperson : Drs. Samsul Maarif, M.A.
Secretary : Anita Triastuti, M.A.
First Examiner : Drs. Suharso, M.Pd
Second Examiner : Joko Priyana, Ph.D



Yogyakarta, 20 December 2011
Faculty of Languages and Arts
Yogyakarta State University
Dean,



Dr. Zamzam, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : **Mettayana Anggun Puspitasari**

NIM : 06202241035

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 2 Desember 2011
Penulis,



Mettayana Anggun P

MOTTOS

"If opportunity doesn't knock, build a door".

-Milton Berle-

"You never achieve real success unless you like what you are doing".

-Dale Carnegie-

"Live as if you were to die tomorrow. Learn as if you were to live forever".

-Mahatma Gandhi-

DEDICATION

This thesis is fully dedicated to my family.

ACKNOWLEDGEMENTS

Alhamdulillah, praise be to Alloh the Almighty and the most Merciful. Because of Alloh's blessings, I finally could finish my thesis. I would like to show my sincere gratitude to all people who have supported me in finishing my thesis. My appreciation and thanks are due to:

1. my beloved family; my father (Budi Sulistya), my mother (Anjar Sri Rahayu), my brothers (Nucky S Sulistyo and Wiratnatama Yoga Pahlawan) who have given me motivation and support to finish my thesis,
2. my first and second consultants; Joko Priyana, Ph.D. and Anita Triastuti, M.A., for giving me advice and guidance to accomplish this thesis. Thanks are also to the lecturers of the English Education Department who have given me a lot of knowledge,
3. Mrs. Wiwik Kandihowo, S.Pd, the English teacher of SMK N 1 Godean, and the students of Grade XI Multimedia Department in SMK N 1 Godean for their support and participation,
4. my friends in Swara Wadhana Choir for giving me so much fun.
5. my best friends; Arie, Rhuury, Nana, Penny, Erma, Eksa, and Nurul for beautiful friendship.
6. my classmates (Class B PBI 2006); Siwi, Hesti, Cizz, Binar, Arik, Lutfi, Ian, Mbak Rya, Dek Wahyu, Topik, Aan, Dwik, Meita, Happy, Indah, Bintari, Wiwin, and Tika for motivating me all the time, and
7. my wonderful partner, Hata Huda Setiawan for supporting me always.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being outstanding. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 2 Desember 2011

The writer,



Mettayana Anggun P

TABLE OF CONTENTS

	Page
APPROVAL SHEET.....	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
MOTTOS.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xii
LIST OF TABLES IN APPENDICES.....	xiv
LIST OF FIGURES.....	xvi
ABSTRACT.....	xvii
CHAPTER I. INTRODUCTION.....	1
A. Background to the Study.....	1
B. Identification of the Problems.....	2
C. Limitation of the Problems.....	4
D. Formulation of the Problems.....	4
E. Objectives of the Research.....	4
F. Significances of the Research.....	5
CHAPTER II. LITERATURE REVIEW, RELEVANT STUDIES AND CONCEPTUAL FRAMEWORK.....	6
A. Literature Review.....	6
1. English for Specific Purposes (ESP).....	6
2. Learning Materials.....	7
a. Definitions of ESP	7
b. The Principles of Learning Materials.....	7
c. Criteria of Good Learning Materials.....	8
3. Task Based Language Teaching (TBLT).....	9
a. Definition of TBLT.....	9
b. Learning Theory.....	9

c. Task Definition.....	13
d. Task Type.....	14
e. A Framework for TBLT.....	16
f. Task Components.....	17
4. Unit Design Development.....	20
5. The Materials Development.....	23
6. The Materials Evaluation.....	24
7. Learning Context.....	27
a. The Curriculum of Vocational School.....	27
b. The Position of English in Vocational School.....	27
c. The Objective of English in Multimedia Department.....	29
B. Relevant Studies.....	29
C. Conceptual Framework.....	30
CHAPTER III. RESEARCH METHOD.....	32
A. Research Design.....	32
B. Research Subjects.....	32
C. The Setting of the Research.....	33
D. Instruments of the Research.....	33
1. Questionnaire.....	33
a. The Instrument Used in Needs Analysis Stage.....	33
b. The Instrument Used in Materials Evaluation Stage....	34
2. Interview Guides.....	36
E. Data Analysis Technique.....	36
1. Data from Questionnaires.....	36
2. Data from Interviews and Observations.....	37
F. Research Procedure.....	38
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION.....	41
A. Research Findings	41
1. The Needs Analysis.....	41
a. The Analysis of the Learners' Needs.....	41
b. The Analysis of the Learning Needs.....	43
2. The Course Grid.....	46

3. Unit Design.....	47
4. The First Draft of the Materials.....	48
1) The Description of Unit 1.....	48
2) The Description of Unit 2.....	50
3) The Description of Unit 3.....	52
5. The Reviews of the First Draft by the Expert.....	55
a. The Evaluations and Revisions of Unit 1.....	56
b. The Evaluations and Revisions of Unit 2.....	57
c. The Evaluations and Revisions of Unit 3.....	57
6. The Try-out of the Second Draft.....	58
a. The Try-out of Unit 1.....	58
1) The Evaluation.....	59
2) The Revision.....	108
b. The Try-out of Unit 2.....	109
1) The Evaluation.....	110
2) The Revision.....	155
c. The Try-out of Unit 3.....	156
1) The Evaluation.....	157
2) The Revision.....	203
B. Discussion.....	205
CHAPTER V. CONCLUSIONS AND SUGGESTIONS.....	208
A. Conclusions.....	208
B. Suggestions.....	213
REFERENCES.....	214
APPENDICES	
A. Respondents.....	216
B. Research Instruments.....	217
C. Quantitative Data (Results of the Needs Analysis and Materials Evaluation).....	247
D. Qualitative Data (Field Notes and Interview Transcripts).....	272

E. Syllabus and Course Grid.....	307
F. Materials.....	318
G. Permit Letters	

LIST OF TABLES

	Page
Table 2.1: Standard competence and basic competence of English for vocational school.....	28
Table 3.1: The organization of the first questionnaire.....	34
Table 3.2: The organization of the second questionnaire.....	35
Table 3.3: Quantitative Data Conversion.....	37
Table 4.1: The Analysis of the Learner's Needs.....	41
Table 4.2: The Analysis of the Learning Needs.....	43
Table 4.3: The Evaluation and the Revision of the First Draft of Unit 1	56
Table 4.4: The Evaluation and the Revision of the First Draft of Unit 2	57
Table 4.5: The Evaluation and the Revision of the First Draft of Unit 3	57
Table 4.6: The Descriptive Statistics of Students' Responses on the Effectiveness of Unit 1.....	59
Table 4.7: The Mean and Category of Task 1 in Unit 1.....	64
Table 4.8: The Mean and Category of Task 2 in Unit 1.....	68
Table 4.9: The Mean and Category of Task 3 in Unit 1.....	71
Table 4.10: The Mean and Category of Task 4 in Unit 1.....	74
Table 4.11: The Mean and Category of Task 5 in Unit 1.....	76
Table 4.12: The Mean and Category of Task 6 in Unit 1.....	79
Table 4.13: The Mean and Category of Task 7 in Unit 1.....	82
Table 4.14: The Mean and Category of Task 8 in Unit 1.....	84
Table 4.15: The Mean and Category of Task 9 in Unit 1.....	87
Table 4.16: The Mean and Category of Task 10 in Unit 1.....	89
Table 4.17: The Mean and Category of Task 11 in Unit 1.....	92
Table 4.18: The Mean and Category of Task 12 in Unit 1.....	94
Table 4.19: The Mean and Category of Task 13 in Unit 1.....	97
Table 4.20: The Mean and Category of Task 14 in Unit 1.....	99
Table 4.21: The Mean and Category of Task 15 in Unit 1.....	102
Table 4.22: The Mean and Category of Task 16 in Unit 1.....	104
Table 4.23: The Evaluations of Unit 1.....	107
Table 4.24: The Revision of Unit 1.....	108
Table 4.25: The Descriptive Statistics of Students' Responses on the Effectiveness of Unit 2.....	110
Table 4.26: The Mean and Category of Task 1 in Unit 2.....	114
Table 4.27: The Mean and Category of Task 2 in Unit 2.....	117
Table 4.28: The Mean and Category of Task 3 in Unit 2.....	120
Table 4.29: The Mean and Category of Task 4 in Unit 2.....	122
Table 4.30: The Mean and Category of Task 5 in Unit 2.....	125
Table 4.31: The Mean and Category of Task 6 in Unit 2.....	127
Table 4.32: The Mean and Category of Task 7 in Unit 2.....	130
Table 4.33: The Mean and Category of Task 8 in Unit 2.....	132
Table 4.34: The Mean and Category of Task 9 in Unit 2.....	135
Table 4.35: The Mean and Category of Task 10 in Unit 2.....	137
Table 4.36: The Mean and Category of Task 11 in Unit 2.....	140
Table 4.37: The Mean and Category of Task 12 in Unit 2.....	142

Table 4.38: The Mean and Category of Task 13 in Unit 2.....	144
Table 4.39: The Mean and Category of Task 14 in Unit 2.....	147
Table 4.40: The Mean and Category of Task 15 in Unit 2.....	149
Table 4.41: The Mean and Category of Task 16 in Unit 2.....	152
Table 4.42: The Evaluations of Unit 2.....	154
Table 4.43: The Revision of Unit 2.....	155
Table 4.44: The Descriptive Statistics of Students' Responses on the Effectiveness of Unit 3.....	157
Table 4.45: The Mean and Category of Task 1 in Unit 3.....	161
Table 4.46: The Mean and Category of Task 2 in Unit 3.....	164
Table 4.47: The Mean and Category of Task 3 in Unit 3.....	167
Table 4.48: The Mean and Category of Task 4 in Unit 3.....	169
Table 4.49: The Mean and Category of Task 5 in Unit 3.....	172
Table 4.50: The Mean and Category of Task 6 in Unit 3.....	175
Table 4.51: The Mean and Category of Task 7 in Unit 3.....	177
Table 4.52: The Mean and Category of Task 8 in Unit 3.....	180
Table 4.53: The Mean and Category of Task 9 in Unit 3.....	183
Table 4.54: The Mean and Category of Task 10 in Unit 3.....	185
Table 4.55: The Mean and Category of Task 11 in Unit 3.....	187
Table 4.56: The Mean and Category of Task 12 in Unit 3.....	190
Table 4.57: The Mean and Category of Task 13 in Unit 3.....	192
Table 4.58: The Mean and Category of Task 14 in Unit 3.....	194
Table 4.59: The Mean and Category of Task 15 in Unit 3.....	197
Table 4.60: The Mean and Category of Task 16 in Unit 3.....	199
Table 4.61: The Evaluations of Unit 3.....	202
Table 4.62: The Revision of Unit 3.....	203

LIST OF TABLES IN APPENDICES

	Page
Table 1: Grade XI Students of Multimedia Study Program at SMKN 1 Godean.....	216
Table 2: The results of Needs Analysis.....	247
Table 3: The Result of Material Evaluation of Unit 1 in a Whole.....	254
Table 4: The Result of Material Evaluation of Task 1 in Unit 1.....	254
Table 5: The Result of Material Evaluation of Task 2 in Unit 1.....	255
Table 6: The Result of Material Evaluation of Task 3 in Unit 1.....	255
Table 7: The Result of Material Evaluation of Task 4 in Unit 1.....	255
Table 8: The Result of Material Evaluation of Task 5 in Unit 1.....	256
Table 9: The Result of Material Evaluation of Task 6 in Unit 1.....	256
Table 10: The Result of Material Evaluation of Task 7 in Unit 1.....	256
Table 11: The Result of Material Evaluation of Task 8 in Unit 1.....	257
Table 12: The Result of Material Evaluation of Task 9 in Unit 1.....	257
Table 13: The Result of Material Evaluation of Task 10 in Unit 1.....	257
Table 14: The Result of Material Evaluation of Task 11 in Unit 1.....	258
Table 15: The Result of Material Evaluation of Task 12 in Unit 1.....	258
Table 16: The Result of Material Evaluation of Task 13 in Unit 1.....	258
Table 17: The Result of Material Evaluation of Task 14 in Unit 1.....	259
Table 18: The Result of Material Evaluation of Task 15 in Unit 1.....	259
Table 19: The Result of Material Evaluation of Task 16 in Unit 1.....	259
Table 20: The Result of Material Evaluation of Unit 2 in a Whole.....	260
Table 21: The Result of Material Evaluation of Task 1 in Unit 2.....	260
Table 22: The Result of Material Evaluation of Task 2 in Unit 2.....	261
Table 23: The Result of Material Evaluation of Task 3 in Unit 2.....	261
Table 24: The Result of Material Evaluation of Task 4 in Unit 2.....	261
Table 25: The Result of Material Evaluation of Task 5 in Unit 2.....	262
Table 26: The Result of Material Evaluation of Task 6 in Unit 2.....	262
Table 27: The Result of Material Evaluation of Task 7 in Unit 2.....	262
Table 28: The Result of Material Evaluation of Task 8 in Unit 2.....	263
Table 29: The Result of Material Evaluation of Task 9 in Unit 2.....	263
Table 30: The Result of Material Evaluation of Task 10 in Unit 2.....	263
Table 31: The Result of Material Evaluation of Task 11 in Unit 2.....	264
Table 32: The Result of Material Evaluation of Task 12 in Unit 2.....	264
Table 33: The Result of Material Evaluation of Task 13 in Unit 2.....	264
Table 34: The Result of Material Evaluation of Task 14 in Unit 2.....	265
Table 35: The Result of Material Evaluation of Task 15 in Unit 2.....	265
Table 36: The Result of Material Evaluation of Task 16 in Unit 2.....	265
Table 37: The Result of Material Evaluation of Unit 3 in a Whole.....	266
Table 38: The Result of Material Evaluation of Task 1 in Unit 3.....	266
Table 39: The Result of Material Evaluation of Task 2 in Unit 3.....	267
Table 40: The Result of Material Evaluation of Task 3 in Unit 3.....	267
Table 41: The Result of Material Evaluation of Task 4 in Unit 3.....	267
Table 42: The Result of Material Evaluation of Task 5 in Unit 3.....	268
Table 43: The Result of Material Evaluation of Task 6 in Unit 3.....	268
Table 44: The Result of Material Evaluation of Task 7 in Unit 3.....	268
Table 45: The Result of Material Evaluation of Task 8 in Unit 3.....	269
Table 46: The Result of Material Evaluation of Task 9 in Unit 3.....	269
Table 47: The Result of Material Evaluation of Task 10 in Unit 3.....	269

Table 48:	The Result of Material Evaluation of Task 11 in Unit 3.....	270
Table 49:	The Result of Material Evaluation of Task 12 in Unit 3.....	270
Table 50:	The Result of Material Evaluation of Task 13 in Unit 3.....	270
Table 51:	The Result of Material Evaluation of Task 14 in Unit 3.....	271
Table 52:	The Result of Material Evaluation of Task 15 in Unit 3.....	271
Table 53:	The Result of Material Evaluation of Task 16 in Unit 3.....	271
Table 54:	Syllabus of Grade XI students of Multimedia Study program at SMK N 1 Godean.....	307
Table 55:	The Course Grid.....	313

LIST OF FIGURES

	Page
Figure 1: A framework for TBLT (Nunan, 2004: 25).....	18
Figure 2: Task components (Nunan, 2004).....	18
Figure 3: Steps for conducting a task evaluation.....	25
Figure 4: The Steps of the System Approach Model of Education Research and Development (R & D) Proposed by Dick & Carey (Borg, Borg, and Gall, 2003).....	38
Figure 5: The Simplified Model of the Research Procedure.....	39

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE
ELEVENTH GRADE STUDENTS OF THE MULTIMEDIA
DEPARTMENT AT SMK N 1 GODEAN, SLEMAN**

**By: Mettayana Anggun Puspitasari
NIM. 06202241035**

ABSTRACT

The objectives of this research were: 1) to find out the learners' needs of the eleventh grade students of the Multimedia department at SMK N 1 Godean, 2) to find out the learning needs of the eleventh grade students of the Multimedia department at SMK N 1 Godean, and 3) to develop the effective English learning materials that are relevant to the students' needs of Multimedia Department at SMK N 1 Godean.

This study was a research and development (R & D) study. The stages were conducting needs analysis, writing the course grid, writing the materials, reviewing the materials by experts, evaluating and revising the materials, conducting a try-out, evaluating and revising the materials, and writing the final draft of the materials. The subjects of the research were 36 Grade XI students of Multimedia department. The data of this study were quantitative obtained from questionnaires and qualitative obtained from observations and interviews.

Based on the research findings, each unit consists of two cycles i.e. the oral cycle for listening and speaking skills and the written cycle for reading and writing skills. The materials provide language function lessons in the oral cycle, grammar lessons in the written cycle, and vocabulary lessons in both cycles. There are three units developed based on the *SK/KD SMK* of Grade XI in the second semester. The first unit is entitled "I think that's good" taken from 2.5 *expressing feeling* basic competency, the second unit is entitled "Change your password" taken from 2.6. *understanding simple instructions* basic competency, and the third unit is entitled "No camera please" taken from 2.7. *making short messages, directing and listing in acceptable dictions, spelling, and grammar* basic competency. From the results of the materials evaluation, the mean values (\bar{x}) of the statements are 3.92 to 4.44 for Unit 1, 4 to 4.36 for Unit 2 and 4 to 4.33 for Unit 3. It can be concluded that the students agree that the materials are well-developed. It is supported by the interview results stating that all components of the tasks in the units are good.

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become an international language used by people in the world. People use this international language to share global information and to communicate in this globalization era. The government has prepared people in facing the globalization by positioning English as part of education in Indonesia. As mentioned in Standards of Content (2006), the English subject is taught in junior secondary schools, senior secondary schools, and vocational schools.

For vocational schools, the vocational program has the main aim to develop the students' intelligence, knowledge, personality, and skills in a workplace for having an independent life in their future (Standards of Content, 2006:17). In developing the students' intelligence, knowledge, personality, and skills the government should facilitate them with suitable materials.

The relevant English learning materials for particular study programs are needed to facilitate the students to achieve good English proficiency. Besides, it can help the students develop their abilities to communicate in English based on their work field upon graduating. As a result, the objectives of English teaching and learning processes in vocational high schools can be reached.

According to National Education System Act Number 22/ 2003, the teaching and learning process should be taught based on Standard of Contents which consists

of Standard of Competence and Basic Competency. Since the Standard of Competence and Basic Competency of English subject are the same for vocational schools, the government provides the same English materials for all study programs in all vocational schools. The specific English materials are needed to help the students to be middle-class workers after graduating from the schools.

The fact of using the same English materials for all study programs occurs in SMK N 1 Godean. Based on the observation, the English teachers used the same English learning materials for different study programs such as Office Administration, Multimedia, Marketing, and Accounting. Therefore, the English learning materials do not support the students to prepare themselves for being middle-class workers.

Since the Multimedia study program is the newest department in this school, relevant English materials are needed for the Multimedia students. This study then is designed to help English teachers of vocational high school to conduct better English teaching learning by developing English learning process materials which can be used in the teaching of English for the eleventh-grade students of Multimedia Department of SMK N 1 Godean.

B. Identification of the Problem

Based on the background of the research, it can be concluded that the existence of English learning materials in the teaching and learning process is important. These English materials include English text books, student worksheets,

modules, and TOEIC preparation. However, the English materials are still general and do not suit to the students' needs.

In SMK N 1 Godean, the English text book is still general. The existence of the English textbooks which consider the students' needs are still limited because there is no specific text book for each department. Consequently, all departments in this school use the same English text book.

The second is the students' worksheets, SMK N 1 Godean do not have any specific worksheets for each department. Since the tasks are adopted from general text book, there is no specific task for each study program. Therefore, the students do not get appropriate tasks that consider their needs.

The third is modules. In Multimedia Department, the existence of modules is still limited since it is the newest department in SMK N 1 Godean. The teachers do not compile any specific modules for this department. The teachers use the text books to teach the students. As a result, the students of Multimedia Department get the same materials.

The last is materials for preparing TOEIC. In vocational high school, the students should prepare themselves to complete the TOEIC test. The tests are used to measure how far the students understand the learning materials. Therefore, it is important to give the students some TOEIC preparation. However, the teachers do not have any material preparation for TOEIC.

C. Limitation of the Problem

Due to the limitation of the time, this study is focused on one of the English learning materials. An English text book which considers the students' needs for the eleventh-grade student of Multimedia Department of SMK N 1 Godean in the second semester is developed.

D. Formulation of the Problem

Based on the limitation of the problem, the problems of this study are formulated as follows:

1. What are the learners' needs of the eleventh grade students of Multimedia department in developing their English skill?
2. What are the learning needs of the eleventh grade students of Multimedia department in developing their English skill?
3. What are the English learning materials that are suitable for the eleventh grade students of Multimedia department in developing their English skill?

E. Objectives of the Research

In line with the formulation of the problem, the objectives of the study are;

1. to find out the learners' needs of the eleventh grade students of the Multimedia department at SMK N 1 Godean, Sleman, Yogyakarta in developing their English skills,
2. to find out the learning needs of the eleventh grade students of the Multimedia department at SMK N 1 Godean, Sleman, Yogyakarta in developing their English skills, and

3. to design effective English learning materials that are relevant to the students' needs of Multimedia Department at SMK N 1 Godean.

F. Significance of the Research

The research findings are expected to be useful for:

1. English Department

The research can be a reference related to material development and English for Specific Purposes.

2. English teachers of vocational schools

The research can motivate the English teachers of vocational school to develop English learning materials for specific study program in line with the curriculum.

3. Eleventh grade students of Multimedia Department of SMK N 1 Godean

The research can gain their knowledge of English, so it can improve their English proficiency.

4. Other researchers

The findings of the research can be a reference of the relevant English learning materials for vocational high school.

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES, AND CONCEPTUAL FRAMEWORK

A. Literature Review

Chapter II presents some theories and the conceptual framework that underline this study. The theoretical reviews which derive from expert cover the issues of ESP, learning context, material development, and material evaluation. The conceptual framework figures out the researcher's concept in developing the English learning materials.

1. English for Specific Purposes (ESP)

Hutchinson and Waters (1987: 19) state that ESP is an approach to language teaching which is based on the learners' needs. It is in line with Richards (2001) that the ESP learner is usually studying English in order to carry out a particular role, such as flight attendant, mechanic, or doctor. In ESP, what is needed by the learners is not lessons in advance English, but training in the kinds of English learners would use or encounter in their specific occupations or situations.

According to Hutchinson and Waters (1987) the learning needs is the kinds of learning situation that most appeal to the learners so that they would learn effectively. The needs, potential, and constraints of the learning situation must also be taken into account is we are going to have any useful analysis of learner needs. Information of these needs can be gathered from the questionnaires, interviews, observations, etc. Therefore, the needs analysis is the important part of ESP.

2. Learning Materials

a. Definition of Learning Materials

According to Tomlinson (1998), materials are anything which is used by the teachers or learners to facilitate the learning of language.

According to Allwright (1990) in Kitao and Kitao (1997), materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do.

Materials are, in fact, provide concrete models of desirable classroom practice, they act as curriculum models, and at their very best they fulfill a teacher development role. Therefore, the kind of materials will influence the learning of language.

b. The Principles of Learning Materials

The principles of good learning materials should be consider in developing the learning materials. Hutchinson and Waters (1987: 107-108) identify some principles which will guide in writing the materials.

- 1) Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn.
- 2) Materials help to organise the teaching-learning process, by providing a path through the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure.
- 3) Materials embody a view of the nature of language and learning.
- 4) Materials reflect the nature of the learning task.

- 5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teacher to new techniques.
- 6) Materials provide models of correct and appropriate language use.

c. Criteria of Good Learning Materials

This is important to know that the materials are good or not. Tomlinson (1988) identify criteria of good materials as follows:

- 1) Materials should achieve impact. Good materials should have impact to the learners. The impact of materials can be noticed from the effects on the learners, such as their attraction, intention, and interest in the materials.
- 2) Materials should help learners to feel at ease. The materials that make the students be confidence are those which are not difficult to solve.
- 3) Materials should expose the learners to language in authentic use. In order to make the learners produce authentic language use, the comprehensible and authentic input should be used.
- 4) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. Good materials should facilitate the learners in negotiating of meaning. So the learners are forced in using the target language.
- 5) Materials should not rely too much on controlled practice. The materials should be varied from the guided task, semi guided task, to production task. They should be arranged in balance.

3. Task-based Language Teaching

a. Definition of Task-based Language Teaching

Richards (2001) states that Task-based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core of planning and instruction in language teaching. Nunan (2004) asserts that task-based language teaching has strengthened the following principles and practices:

- 1) A needs-based approach to content selection.
- 2) An emphasis on learning to communicate through interaction in the target language.
- 3) The introduction of authentic texts into the learning situation.
- 4) The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- 5) An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
- 6) The linking of classroom language learning with language use outside the classroom.

b. **Learning Theory**

Brown (2000) cites some definitions of learning from some experts of language teaching. Learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice' (Kimble & Garnezy 1963: 133). Similarly, teaching, which is implied in the first definition of learning, may be defined as 'showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Hutchinson and Waters (1987) argues that language learning is conditioned by the way in which the mind observes, organizes, and stores information. In other words, the key to successful language learning and teaching lies not in the analysis of the nature of language but in understanding the structure and processes of the mind.

Nunan (2004) states that an important conceptual basis for task-based language teaching is experiential learning. This approach takes the learner's immediate personal experience as the point departure for the learning experience. Intellectual growth occurs when learners engage in and reflect on sequences of tasks. The active involvement of the learner is therefore central to the approach, and a rubric that conveniently captures the active, experiential nature of the process is 'learning by doing'. Experiential learning diverse roots in a range of disciplines from social psychology, humanistic education, developmental education and cognitive theory. David Kolb in Nunan (2004) argues about an integration of action and reflection. In his model (Kolb, 1984), learners move from what they already know and can do to the incorporation of new knowledge and skills.

Kohonen in Nunan (2004) states that experiential learning theory provides the basic philosophical view of learning as part of personal growth. The goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning. This process means a gradual shift of the initiative to the learner, encouraging him or her to bring in personal contributions and experiences. Instead of the teacher setting the tasks and standards of acceptable performance, the learner is increasingly in charge of his or her own learning.

The researcher applies the cognitive code: learners as thinking being as the learning theory in task based language teaching. From the cognitive view, learning is described as a process in which the learner actively tries to make sense of data, and learning can be said to have taken place when the learner has managed to impose some sort of meaningful interpretation or pattern on the data. In simple terms, it means that we learn by thinking about and trying to make sense of what we see, feel, and hear.

These are some teaching principles based on the cognitive theory of language learning proposed by Brown (2001):

1) Principle 1: Automaticity

This principle states that efficient second language learning involves a timely movement from the control of a few language forms into the automatic processing of a relatively unlimited number of language. Overanalyzing language, thinking too much about its form, and consciously lingering on rules of language all tend to impede this graduation to automaticity.

2) Principle 2: Meaningful learning

This principle states that meaningful learning will lead toward better long-term retention rote learning. These are some classroom implication of the Principle of Meaningful Learning:

- a) Capitalize on the power of meaningful learning by appealing to students' interests, academic goals, and career goals.
- b) Whenever a new topic or concept is introduced, attempt to anchor it in students' existing knowledge and background so that it becomes associated with something they already know.
- c) Avoid the pitfalls of rote learning:
 - too much grammar explanation
 - too many abstract principles and theories
 - too much drilling and/or memorization
 - activities whose purpose are not clear
 - activities that do not contribute to accomplishing the goals of the lesson, unit, or course
 - techniques that are so mechanical instead of on the language or meanings.

3) Principle 3: The Anticipation of Reward

This principle states that human beings are universally driven to act, or behave by the anticipation of some sort of reward-tangible or intangible, short term or long term that will ensue as a result of the behaviour.

4) Principle 4: Intrinsic Motivation

This principle states that the most powerful rewards are those that are intrinsically motivated within the learner. Because the behaviour stems from needs, wants, or desires within oneself, the behaviour itself is self-rewarding; therefore no externally administered reward is necessary.

Classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learner. The learners perform the task because it is fun, interesting, useful, or challenging, and not because they anticipate some cognitive or affective rewards from the teacher.

5) Principle 5: Strategic Investment

This principle states that successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

c. **Task Definition**

Ellis (2003) defines task in a pedagogical perspective. Pedagogical tasks refer to tasks that occur in the classroom. A task is a work plan to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. A task is intended to result in language use that allows a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

Richards et al (1986) define a pedagogical task as an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). A similar definition is also given by Nunan (2004) in that he defines a pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

d. Task Type

Willis (1996) defines the word 'task' has been used as a label for various activities including grammar exercises, practice activities and role plays. According to Willis (1996), these are the types of the task:

1. Listing

Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are:

- Brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/groups.
- Fact-finding, in which learners find things out by asking each other or other people and referring to books, etc. The outcome would be the completed list, or possibly a draft mind map.

2. Comparing

Broadly, these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences.

The processes involved are:

- Matching to identify specific points and relate them to each other
- Finding similarities and things in common
- Finding differences

3. Sharing Personal Experiences

These tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation in that it is not so directly goal-oriented as in other tasks. For that very reason, however, these open tasks may be more difficult to get going in the classroom.

4. Creative Tasks

These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of task types: listing, ordering, and sorting, comparing and problem solving. Out-of-class research is sometimes needed. Organizational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the students who produced it.

e. A Framework for Task-Based Language Teaching

The point of departure for task based language teaching is real-world or target task. In order to create learning opportunities in the classroom, however, real-world tasks have to be transformed into pedagogical tasks that will be placed in a continuum from rehearsal tasks to activation tasks. In performing these tasks, learners begin to move from reproductive language use in which they are reproducing and manipulating language models provided by the teacher, the textbook, or the tape to creative language use in which they are recombining familiar words, structures, and expressions in novel ways.

In a task based language teaching (TBLT) framework, the real-world or target tasks and pedagogical tasks alone are not enough. There should be tasks designed to develop skills and knowledge that facilitate the process of authentic communications; ones so called enabling skills. There two kinds of enabling skills; language exercises and communicative activities.

These then are about how the elements can be combined to form units of work. This framework is presented diagrammatically as follows.

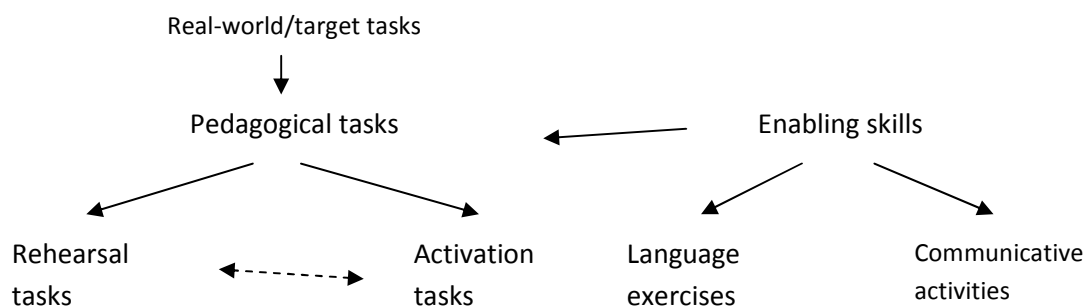


Figure 1: A Framework for TBLT (Nunan, 2004: 25)

f. Task Components

Nunan (2004) proposes that a minimum specification of task will include goals, input and procedures, and that these will be supported by roles and settings. The model is presented diagrammatically below. This simple model is represented diagrammatically below.



Figure 2: **Task components (Nunan, 2004)**

These are brief explanation of each of the components is as follows.

1) Goals

Goals are the vague, general intentions behind any learning task. Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behaviour.

2) Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing a task. The data for the input can be provided by a teacher, a text book or some other.

3) Procedure

Procedures specifies what learners will actually do with the input that forms the point of departure for the learning task.

4) Teacher and Learner Role

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

5) Settings

Settings refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

The tasks must be sequenced to make a structured unit. A linked sequence enables the learners to do the exercises and activities that will help them carry out the task. Nunan (2004) proposes a six step procedure as follows:

1) Schema building

It is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

2) Controlled practice

It is to provide students with controlled practice in using the target language vocabulary, structures, and functions.

3) Authentic listening practice

It involves learners in intensive listening practice.

4) Focus on linguistic elements

The students should get to take part in a sequence of exercises in which the focus is on one or more linguistic elements.

5) Provide freer practice

In this step, the students should be encouraged to use the language provided by the teacher and the material to complete the task.

6) Introduce the pedagogical task

It is the step to introduce the pedagogical task itself. The students should do the task based on their mind.

Moreover, Nunan (2004) summarizes the underlying principles in developing the instructional sequence.

1) Scaffolding

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

2) Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3) Recycling

Recycling language maximizes opportunities for learning and activates the learning principle.

4) Active learning

Learners learn best by actively using the language they are learning.

5) Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

6) Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

4. Unit Design Development

As said by Richards and Schmidt (2002), a unit, in a course or textbook, is a teaching sequence that is normally longer than a single lesson but shorter than a module and consists of a group of lessons planned around a single instructional focus.

A unit normally has a number of tasks or activities. These tasks and activities are the core components in a unit. Decisions about what types of tasks and activities in a unit reflect the planner's assumption about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning. For example, as in ESP, contents are determined by learners' specific needs.

Stevens in Richards (2001) points out that the contents of ESP courses are determined by the restriction of “basic skills” which are required by the learners’ purposes; the selection of vocabulary, patterns of grammar, functions of language which are required by the learners’ purposes; the inclusion of themes and topics which are required by the learners’ purposes; and communicative needs which are required by the learners’ purposes.

These components need to be sequenced in order that the learning outcome is achieved. How these components are selected, chosen, mixed, graded and sequenced is a way to start developing the unit.

a. Tasks Grading and Sequencing

The content of learning materials is usually graded in a variety of ways. Decisions on what to teach first, what second, and what last in the materials reflect the beliefs of the materials development or syllabus designer about grading, sequencing, and integrating tasks. Gradation is concerned with the grouping and sequencing of teaching items in a syllabus (Richards, 2001).

Similarly, Richards, Platt and Weber in Nunan (2004) describe grading as the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc are presented. Gradation maybe based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner. In other words, what is taught at the beginning of a lesson

is selected because it is considered to be easy, or because it occurs frequently, or because the learner needs it immediately for real-world communication.

Richards (2001) also proposes the criteria for sequencing content in a language course. This involves decisions as to which content is needed early in the course and which provides a basis for things that will be learned later. Sequencing may be based on the following criteria:

1) Simple to complex

One of the commonest ways of sequencing materials is by difficulty level, moving from simpler to more complex items. For example, reading texts may be simplified at the beginning of the course and complicated at complex levels.

2) Chronology

Content may be sequenced according to the order in which events occur in the real world. For example, in carrying out the teaching and learning process in the classroom, a teacher will move through: (a) opening the lesson; (b) delivering explanation; (c) closing the lesson.

3) Need

Content may be sequenced according to when learners are most likely to need it outside of the classroom. The topics and cross-topics in the curriculum are sequenced in order of importance to students' lives, ease of contextualization and their relationship to other topics and cross-topics.

4) Prerequisite learning

The sequence of content may reflect what is necessary at one point as a foundation for the next step in the learning process. For example, a certain set of grammar items may be taught as a prerequisite to paragraph writing.

5) Whole to part or part to whole

In some cases, materials at the beginning of a course may focus on the overall structure or organization of a topic before considering the individual components that make it up. Alternatively, the course might focus on practicing the parts before the whole.

6) Spiral sequencing

This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them.

5. The Materials Development

Kathleen Graves (2000) states that materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course

Moreover, Kathleen Graves (2000) provides a list of considerations for developing materials.

a. Learners

- 1) Make relevant to their experience and background.
- 2) Make relevant to their target needs (outside of class).
- 3) Make relevant to their affective needs.

b. Learning

- 1) Engage in discovery, problem solving, analysis.
- 2) Develop specific skills and strategies.

c. Language

- 1) Target relevant aspects (grammar, functions, vocabulary, etc)
- 2) Integrate four skills of speaking, listening, reading, and writing.
- 3) Use/understand authentic texts.

d. Social Context

- 1) Provide intercultural focus.
- 2) Develop critical social awareness.

e. Activity/Task Types

- 1) Aim for authentic tasks.
- 2) Vary roles and groupings.
- 3) Vary activities and purposes.

f. Materials

- 1) Authentic (texts, realia)
- 2) Varied (print, visuals, audio, etc)

6. The Materials Evaluation

To know whether the materials design meet the learners' needs, or in other words, are suitable for the learners, an evaluation is needed for the design. Hutchinson and Waters (1987: 97) state that evaluation is basically a matching process: matching needs to be available solutions. The evaluation process should be

systematic and is best seen as a matching exercise. Ellis in Tomlinson (1998: 227)

suggests five steps for conducting a task evaluation as follows:

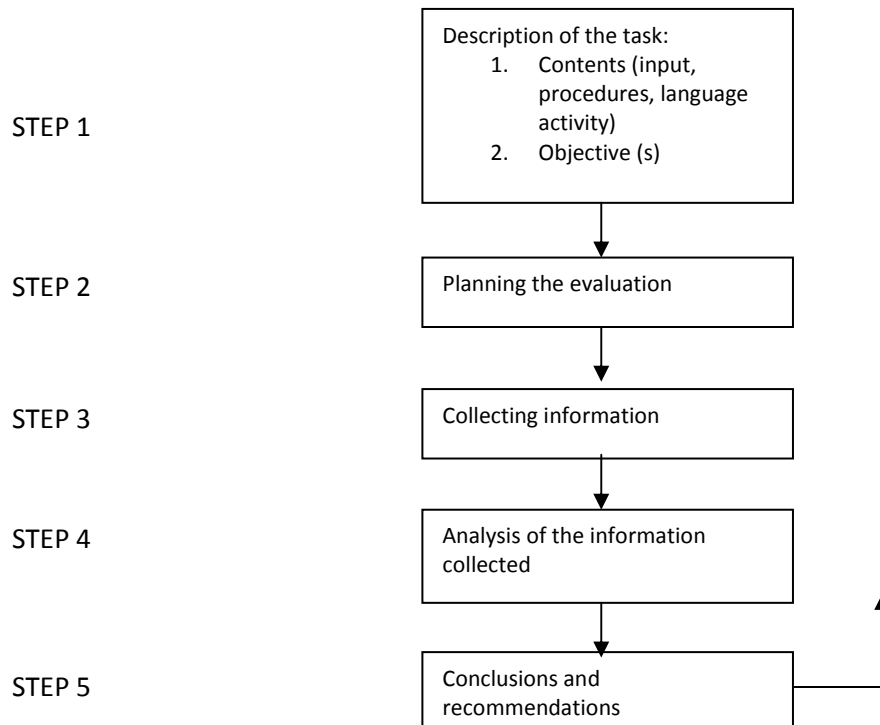


Figure 3: **Steps for Conducting a Task Evaluation**

This is the brief explanation of each step proposed by Ellis in Tomlinson (1998):

a. **Description of the Task**

The evaluation of a task requires a clear description of the task to be evaluated.

This can be achieved by specifying the content of a task as follows:

- 1) Input (the information that the learners are supplied with) can be in verbal form or non verbal
- 2) Procedures (the activities that the learners are to perform in order to accomplish the task)

- 3) Language activity (whether the learners engage in receptive language activity or productive language)
- 4) Outcome (s) (what it is that the learners will have done on completion of the task)

b. Planning the Evaluation

The act of carrying out the planning of a task evaluation may have a beneficial impact on the choice and design of a task.

c. Collecting Information

A task evaluation will need to consider collecting three types of information: (1) information about how the task was performed, (2) information about what learning took place as a result of performing the task, and (3) information regarding the teacher's and the learner's opinion about the task.

d. Analysis of the Information Collected

One of the major decisions facing the evaluator at this stage of the evaluation is whether to provide a quantitative or a qualitative analysis of the data or both.

e. Conclusions and Recommendations

It is helpful to make a clear distinction between 'conclusions' and 'recommendations'. Conclusions relate to what has been discovered as a result of the analysis. Recommendations concern proposals for future teaching.

7. Learning Context

a. The Curriculum of Vocational School

The objective of Vocational School education is to increase the students' knowledge; intelligence; moral and skill in order to prepare the students to be autonomous. They should have a specialized skill, a good communication with others, so that they can work efficiently and effectively.

The curriculum of Vocational School contains compulsory lessons, skill lessons, local content, and self-development. All of the lessons divides into three programs, namely normative, adaptive, and productive program. Normative program consists of Religion, Civic education, Indonesian language, Sports, and Art lesson. Then, the adaptive lesson consists of English, Mathematics, Science, Social, Computer Program, and Business. The last is a productive program that consists of some lessons that are related to the specialized skills.

b. The Position of English in Vocational School

In the Vocational School Curriculum, English belongs to the adaptive program, together with Mathematics, Science, Social, Computer Program, and Business. The objective of this program is to prepare the students to be middle class workers who have necessary skills which will support their profession later on. The content areas for the first grade students are basic communication and daily communication (level novice). The scope of English in vocational school covers these aspects:

- 1) Novice level of basic English communication
- 2) Elementary level of basic English communication

3) Intermediate level of basic English communication

The standard of competence and basic competency of English for vocational schools is presented below.

Table 2.1: Standard of Competence and Basic Competency of English for Vocational School.

Standard of Competence	Basic Competency
1. Communicating through English in the Novice Level	1. 1 Understanding basic expressions in the social interaction. 1. 2 Mentioning things, people, characteristics, times, days, months, and years. 1. 3 Describing things, people, characteristics, times, days, months, and years. 1. 4 Producing simple expression for basic functions 1. 5 Explaining activities which are being held 1. 6 Understanding memo and simple menu, schedule of public transportations, and traffic signs 1. 7 Understanding foreign words and terms and simple sentence based of patterns 1. 8 Writing simple invitation letter
2. Communicating through English in the Elementary Level	2. 1 Understanding daily simple conversations in both of professional and personal context with non native speakers 2. 2 Taking notes of simple messages in both of direct interaction and using device 2. 3 Listing job description and educational background, written and oral 2. 4 Telling past job and plan for future job 2. 5 Expressing feelings 2. 6 Understanding simple instructions 2. 7 Making short messages, directions and lists in the acceptable dictions, spellings, and grammar
3. Communicating through English in the Intermediate	3. 1 Understanding monolog in the certain job situation 3. 2 Understanding conversations with native

Standard of Competence	Basic Competency
Level	<p>speakers</p> <p>3. 3 Presenting report</p> <p>3. 4 Understanding the manual of device use</p> <p>3. 5 Understanding simple business letter</p> <p>3. 6 Understanding technical documents</p> <p>3. 7 Writing simple business letter and report</p>

c. The Objective of English in Multimedia Department

The objective of English teaching learning process in the Multimedia Department is to prepare the students to do simple English communication both in oral and written forms in order to prepare the students to be middle class workers and to meet the needs of bussiness field and industries for the present and future times.

B. Relevant Studies

There are some previous studies that have been done related to the development of English learning materials for vocational high school students. As what Hesti Widyasari (2011) did, she developed a set of English learning materials for Grade X students majoring *Teknik Pengolahan Hasil Pertanian* (TPHP) at SMK N 1 Nanggulan. She produced a set of English learning materials for Semester 1. Similar to her study, Hidayatul Muanifah (2010) also finished a study about a design of effective English learning materials for the Grade XI students in *Teknik Komputer Jaringan* (TKJ) at SMKN 2 Pengasih. She designed three units of English learning materials for *TKJ* students and all of them were well-developed.

C. Conceptual Framework

The nature of English Learning materials for vocational school is English for Specific Purposes which aims to meet students' needs in the target situations in which all decisions as to content and method are based on students' reasons to learn. Therefore, ESP approach suits this attempt. An ESP approach starts with an analysis of the learners' needs. Thus needs analysis will be conducted prior the development of the materials to analyse the target needs in the term of necessities, lacks, and wants as well as the learning needs (Hutchinson and Waters, 1987).

The result of needs analysis can be used to determine the objective of learning, the teaching methods, kinds of activities, the language functions and language focus involved. Those would be used as the basis of developing the effective English learning materials. Materials should be developed as far as possible based on the principles of materials development proposed by Hutchinson and Waters (1987) and meet the characteristics of good materials proposed by Tomlinson (1998).

To develop the effective English learning materials, the researcher considers the principles for task-based language teaching proposed by Nunan (2004), where the materials are organised around tasks that learners will complete in the target language. Nunan also defines a pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

In developing the English learning materials, the researcher considers the tasks grading and sequencing proposed by Nunan (2004). For the process of evaluating of the developed materials, the researcher refers to the steps of evaluation of a task which is proposed by Ellis in Tomlinson (1998).

CHAPTER III

RESEARCH METHOD

The theories of the relevant studies of this study have been discussed in the previous section which mainly discuss and aim at developing English materials for the Multimedia Department. In this chapter, the design of the research, the research subject, the setting of the research, the instruments of the research, the data analysis technique, and the research procedure are elaborated clearly.

A. Research Design

This research is aimed at developing English learning materials for Grade XI students of Multimedia Department at SMK N 1 Godean. Therefore, it is categorized into Research and Development (R & D). Borg, Borg, and Gall (2003) propose that R & D is an industry-based development model, in which the research findings are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. The steps of doing this research followed the R & D stages.

B. Research Subject

Since the purpose of this research is to develop English learning materials for the Multimedia Department for the eleventh grade students, the subjects were the eleventh grade students of the Multimedia Department which consisted of one class in SMK Negeri 1 Godean. There were 36 students in this Multimedia class.

C. The Setting of the Research

The research was conducted from November, 2010 up to April, 2011 in Grade XI of Multimedia Department at SMKN 1 Godean, Sleman. SMK N 1 Godean is located in Kowanan, Sidoarum, Godean, Sleman, Yogyakarta.

D. Instruments of the Research

Instruments used to collect the data were questionnaires, interview guides, and observation.

1. Questionnaire

There were two questionnaires. The first questionnaires were distributed to find out the students' needs and the second questionnaires were distributed to get feedback from the students, and then were used to revise the first draft.

a. The Questionnaire Used in the Needs Analysis Stage

The first questionnaire is the questionnaire that is used in the needs analysis stage. It was in the form of multiple choice questions. It consisted of 23 questions. The purposes of the questions in the questionnaire were to find out the learners' needs and the learning needs.

The instrument had construct validity because it was developed based on the theory of needs assessment proposed by Hutchinson and Waters (1987). The content validity of the instrument was obtained by consulting the items in the questionnaire to the experts. The organization of the questionnaire is available in Table 3.1, while the questionnaire is available in Appendix B.

Table 3.1: The organization of the first questionnaire

Aspect	The purpose of the questions	Item number	References
Goal	To find out the reason of learning English	1	Hutchinson and Waters (1987)
Input	To find out the suitable input for English learning materials that students like the most	2,3,4,5,6,7,8,9,10,11,12,13	Nunan (2004)
Activities	To find out the suitable activities used that students want the most	14,15.16.17.18.19.20	Nunan (2004)
Setting	To find out the procedure of doing the tasks of English learning materials (individually, in pairs, or in groups)	21	Nunan (2004)
Learners' role	To find out the role of the learner in the learning process	22	Nunan (2004)
Teachers' role	To find out the role of the teacher in doing the tasks	23	Nunan (2004)

b. The Questionnaire Used in the Materials Evaluation Stage

In this stage, a questionnaire was distributed to the students at the end of the tryout. The questionnaire was proposed to know the students' opinions of the materials. Then, it was used to evaluate the draft of the materials. There were 12 items for each unit in general and 6 items for each task. The questionnaire used a 5-point of *Likert*-type scale. The students chose one of

the options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) to the statements.

The items covered 6 aspects such as goals, inputs, procedures, and setting, teacher and learner roles. The instrument had construct validity because it was developed based on the theory of material evaluation. The reliability of the instrument was obtained by consulting the items in the questionnaire to the experts. They referred to the theories of materials evaluation proposed by Nunan (2004). The organization of the second questionnaire is available in Table 3.2, while the questionnaire is available in Appendix B.

Table 3.2: The organization of the second questionnaire

No	The purpose of the questions	Item Number	References
1.	To find out the achievement of the task's goal.	1	Nunan (2004)
2.	To find out the students' agreement toward the input of the tasks.	2	Nunan (2004)
3.	To find out the procedure engaged in the task; whether the students agreed on the activities or not.	3	Nunan (2004)
4.	To find out whether the students could accomplish the tasks in a particular setting or not.	4	Nunan (2004)
5.	To find out whether the students' role is appropriate or not.	5	Nunan (2004)
6.	To find out whether the teacher had performed a particular role in the task.	6	Nunan (2004)

2. Interview Guide

Besides the questionnaire, the researcher also interviewed the students to collect the data. The interviews were done after the try-out to obtain detailed information about the students' opinions of the materials and to support the data collected using the questionnaire. The interview guide is available in Appendix B.

E. Data Analysis Technique

This research used two approaches of collecting information: quantitative and qualitative (i.e. interview and observation). Therefore, the collected data were analyzed differently.

1. Data from Questionnaires

Because there were two kinds of questionnaires, the researcher analyzed the data differently. For the questionnaire used in the needs analysis stage, the researcher used frequencies and percentages. For the questionnaire used in the materials evaluation stage, the researcher used descriptive statistics.

Descriptive statistics according to Brown (2001) refers to a set of procedures that are used to describe or characterize the answers of a group of respondents to numerically coded questions. In this case, central tendency measure was used to analyze the data.

The central tendency measure which was used in the research was the mean. It was calculated by using the computer program.

Then, to put all the mean values in the category, range was used to classify the mean values in classes (Suharto, 2006: 52). The method for calculating it was

the same as that in the score conversion, i.e. finding the class interval for determining the category. The class interval was calculated based on the following procedure: firstly, we had to find the formula ($R = X_{\text{highest}} - X_{\text{lowest}}$), then the result of the calculation was divided by the desired number of the class (in these case 5 classes). Based on the calculation, the class interval could be presented as follows:

Table 3.3: Quantitative Data Conversion

Scales	Categories	Interval of Mean
5	very good	4.20-5.00
4	good	3.40-4.19
3	fair	2.60-3.39
2	poor	1.80-2.59
1	very poor	1.00-1.79

2. Data from Interviews and Observations

The qualitative data were obtained from the classroom observation and interviews. Data from classroom observation was in the form of field notes. The interviews were recorded and then transcribed.

The data in the form of interview transcripts were analyzed based on the qualitative data analysis from Miles and Huberman (1994). The qualitative data were analyzed in four steps. The first step is collecting all of the data. The second step is data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step is data display. The last step is drawing the conclusions.

F. Research Procedure

This research used Research and Development proposed by Borg and Gall (1983). As a basis of developing the materials, the researcher used the System Approach Model from Dick & Carey (in Borg, Borg, and Gall (2003)). The model is illustrated below.

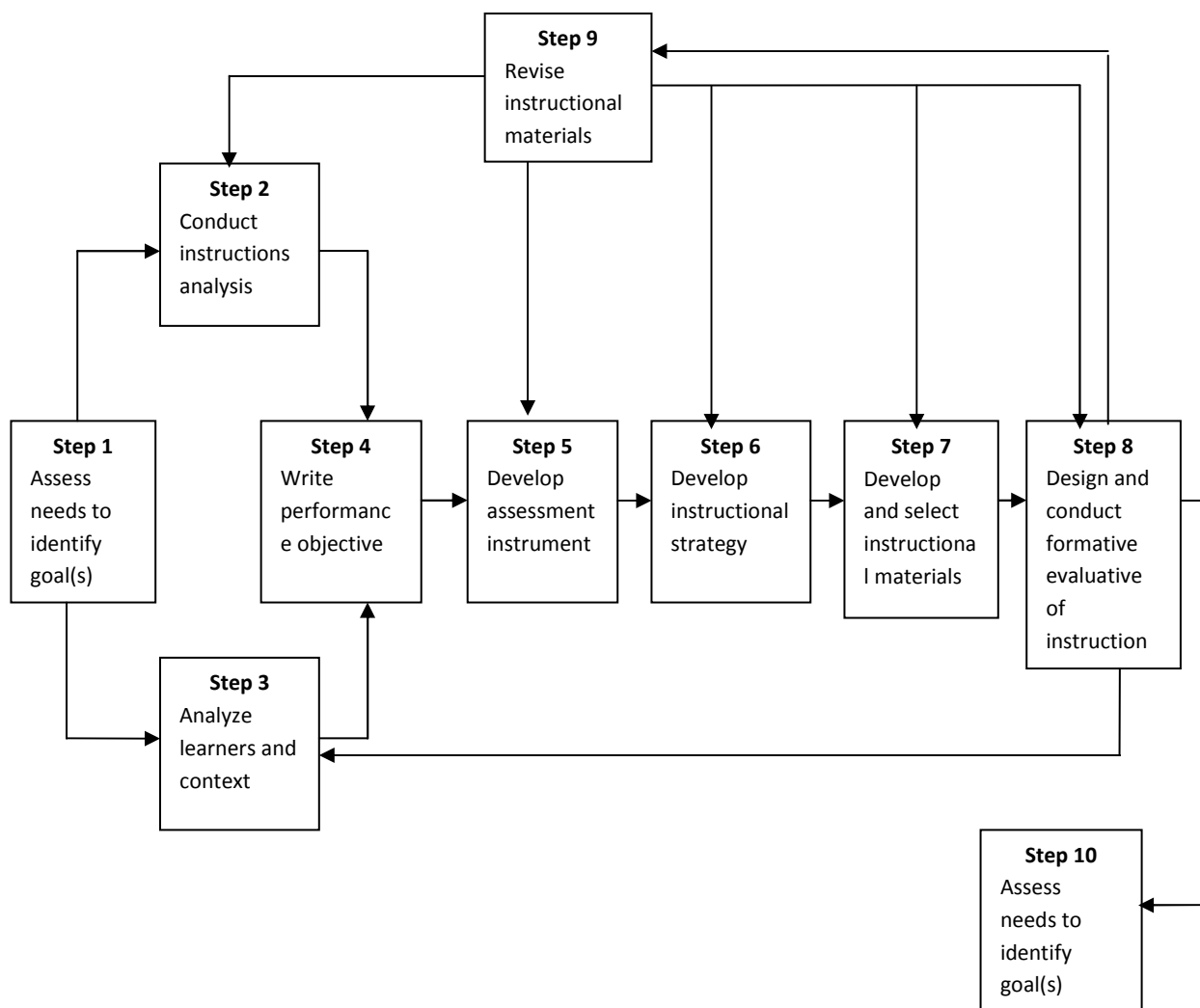


Figure 4: The Steps of the System Approach Model of Education Research and Development (R & D) Proposed by Dick & Carey in Borg, Borg, and Gall (2003)

However, the model of the development was simplified to shorten the research time and make it more effective. The simplified model is illustrated in Figure 5.

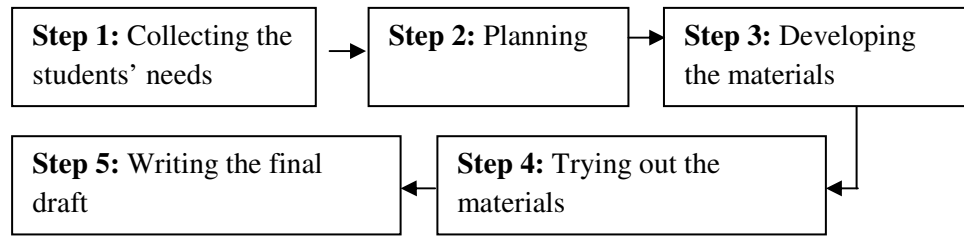


Figure 5: **The Simplified Model of the Research Procedure**

Further, the procedure of the research is described below:

1. Step 1: Collecting the students' needs

The needs analysis was done to gather the information of the learning and the learners' needs. Then, the data were analyzed as the basis of developing English learning materials for the learners.

2. Step 2: Planning

In this stage, the course grid was developed based on the students' needs. The course grid consisted of topic, unit title, language function, input text, language focus that covers key vocabulary and key grammar, learning activities, and achievement indicator.

3. Step 3: Developing the materials

The English materials were developed based on the course grid. The materials were consulted to the first consultant and the second consultant who were also the experts to gain feedback. The materials were revised based on the reviews of the experts.

4. Step 4: Trying out the materials

After revising the draft based on the expert judgment, the materials were tried out. It involved 36 students in Grade XI of Multimedia Department. At the end of the try-out, the second questionnaire was distributed to know the students' comments on the materials. The researcher also interviewed the students to obtain the students' feedback on the materials.

5. Step 6: Writing the final draft

The results of the second questionnaire and the interviews were analyzed and were used to evaluate and revise materials in order to get the final material. The final result of this research is a set of English learning materials for Grade XI students of Multimedia Department at SMKN 1 Godean.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the findings of the research conducted from November 2010 up to April 2011. It covers the process of the needs analysis, the course grid, the draft of the materials, the review by the reviewers and the try-out, the evaluation and the revision, and the final draft of the materials. All of them are described, analyzed, and discussed in a sequential order.

A. Research Findings

1. The Needs Analysis

In the first stage of developing the English learning materials, the learners' and learning needs were analyzed. The needs analysis result was managed to design the English learning materials that suit the students' needs.

a. The Analysis of the Learners' Needs

A questionnaire was administered in order to find the learners' needs to the learning materials. There were two components to be fulfilled, i.e. the goal and the input. These components facilitated the 'what to learn' matters for the students. Below are the results of the learners' needs.

Table 4.1: The Analysis of the Learner's Needs

No	Learners' Needs	%
1.	The students needed a listening input that is authentic and easy to find in daily life, i.e. news, movie, song, etc.	27.87%
2.	The students needed a listening input that is followed by vocabulary that will be used in the monolog/dialog.	19.67%
3.	The length of a listening input is 200-250 words.	64.70%
4.	The topic of a listening input is technology.	86.66%

No	Learners' Needs	%
5.	The students needed a speaking input that is authentic and easy to find in daily life, i.e. meeting.	34.09%
6.	The students needed a speaking input that is followed by vocabulary that will be used in the monolog/dialog.	29.55%
7.	The length of a speaking input is 200-250 words.	64.71%
8.	The topic of a speaking input is technology.	70%
9.	The students needed a reading input that is authentic and easy to find in daily life, i.e. label, advertisement, schedule, etc.	44.44%
10.	The students needed a reading input that is followed by vocabulary that will be used in the text.	31.48%
11.	The length of a reading input is 200-250 words.	54.28%
12.	The topic of a reading input is technology.	57.57%
13.	The students needed a writing input that introduces the grammar.	47.92%
14.	The students needed a writing input that is followed by vocabulary that will be used in the text.	25%
15.	The length of a writing input is 200-250 words.	82.35%
16.	The topic of a writing input is technology.	61.76%

As shown in Table 4.1, it appeared that 27.87% students said that a listening input should be authentic and easy to find in daily life. The examples of the listening input are news, movies, songs, etc. Besides, 19.67% students stated that a listening input should be followed by the vocabulary that will be used in the monolog/dialog. Then 64.70% students said that the length of a listening input is 200-250 words, and 86.66% reported that technology is the best topic for the materials.

In terms of a speaking input, 34.09% students said that a speaking input should be authentic and easy to find in daily life. Besides, 29.55% students stated that a speaking input should be followed by the vocabulary that will be used in the monolog/dialog. Then 64.71% students said that the length of a speaking input is

200-250 words, and 70% reported that technology is the best topic for the speaking input.

In terms of a reading input, 44.44% students said that a reading input should be authentic and easy to find in daily life. Besides, 31.48% students stated that a reading input should be followed by the vocabulary that will be used in the monolog/dialog. Then 54.28% students said that the length of a reading input is 200-250 words, and 57.57% reported that technology is the best topic for the reading input.

In terms of a writing input, 47.92% students said that a writing input should introduce the grammar. Besides, 25% students stated that a writing input should be followed by the vocabulary that will be used in the monolog/dialog. Then 82.35% students said that the length of a writing input is 200-250 words, and 61.76% reported that technology is the best topic for the writing input.

b. The Analysis of Learning Needs

According to Hutchinson and Waters (1987), learning needs are what the learner needs to do in order to learn. These needs were closely related to the procedure, setting, learner role, and teacher role. Below are the results of the learning needs.

Table 4.2: The Analysis of the Learning Needs

No	Learning Needs	%
1.	The students wanted to master the vocabulary that are related to Multimedia department.	26.44%
2.	The students wanted to be able to use the grammar properly.	21.84%
3.	A listening activity that the students wanted is identifying place and	28.57%

No	Learning Needs	%
	character from the monolog/dialog.	
4.	A listening activity that the students wanted is identifying the grammar from the monolog/dialog.	16.33%
5.	A speaking activity that the students wanted is practicing dialogue in front of the class in pairs.	43.48%
6.	A speaking activity that the students wanted is acting out the dialogue.	17.39%
7.	A reading activity that the students wanted is reading aloud using good intonation and pronunciation.	34.09%
8.	A reading activity that the students wanted is answering the questions based on the text.	25%
9.	A writing activity that the students wanted is arranging sentences into a good paragraph.	24.44%
10.	A writing activity that the students wanted is completing a sentence into a good full sentence.	24.44%
11.	A vocabulary task that the students wanted is translating the English vocabulary into Indonesian language based on the context.	31.81%
12.	A vocabulary task that the students wanted is completing a sentence or a paragraph with some words that have been provided before.	38.64%
13.	A grammar task that the students wanted is recognizing error of a sentence (error recognition).	20.59%
14.	A grammar task that the students wanted is writing a sentence based on the pattern that has been learned.	61.76%
15.	A pronunciation task that the students wanted is using phonetic transcription in the difficult words.	67.65%
16.	The students wanted to do the task in pairs.	45%
17.	The students wanted to participate in solving the problem.	46.34%
18.	The students wanted the teacher to give an example first.	62.5%

As shown in Table 4.2, it appeared that 26.44% students wanted to master the vocabulary related to Multimedia department through the materials and 21.84% students wanted to be able to use grammar properly.

The next questions are about activities that students wanted to do in the materials. The questions cover the activities in four skills, i.e. listening, speaking, reading, and writing. It also includes activities in vocabulary and grammar tasks.

The first part is listening activities. The results showed that 28.57% students chose *identifying place and character from the monolog/dialog* and 16.33% students chose *identifying the grammar from the monolog/dialog*.

The second part is speaking activities. Based on Table 4.2, 43.48% students chose *practicing dialogue in front of the class in pairs* and 17.39% students chose *acting out the dialogue* for their speaking activities.

For reading activities, 34.09% students chose *reading aloud using good intonation and pronunciation*. Besides that, it appeared 25% students chose *answering the questions based on the text* for reading activity.

For the writing activities, 24.44% students chose *arranging sentences into a good paragraph* and 24.44% students chose *completing a sentence into a good full sentence*. Next part is for the vocabulary task, it showed that 31.81% students chose *translating the English vocabulary into Indonesian language based on the context* and 38.64% students chose *completing a sentence or a paragraph with some words that have been provided before*.

The next activity is for grammar task. In this part, 20.59% students chose *recognizing error of a sentence (error recognition)* and 61.76% chose *writing a sentence based on the pattern that has been learned*. The last activity is for pronunciation task. It appeared that 67.65% students chose *using phonetic transcription in the difficult words*.

Next part is setting of the teaching learning process. In understanding the materials, 45% students chose to have discussion in pairs. The next parts are about

learners' role and teachers' role. In this part, 46.34% students wanted to participate in solving the problem. So they wanted to be the problem solver in the learning process. For the teachers' role, 62.5% students wanted the teachers to become a facilitator by giving an example before asking the students to do the task.

2. The Course Grid

The course grid is written based on the results of the needs analysis and the curriculum of the vocational high school. This course grid consists of topic, unit title, language function, input text, language focus that covers key vocabulary and key grammar, learning activities, and achievement indicator.

The topic is used as a theme of the materials. The topic is designed to be relevant to the study program. The materials in each unit will only have a topic for listening, speaking, reading, and writing activities. The vocabulary used is also based on the topic.

Unit title in the materials is taken from one of the expressions used in the unit. The title reflects the topic that is used in the unit. Besides, the course grid consists of language function and language focus. Language function consists of the expressions related to the basic competency. Language focus consists of key vocabulary and key grammar that are also related to the basic competency.

The input is organised based on the topic and the basic competency. Each task has an input. The input for listening task is a monolog related to the topic, the input for speaking task is a dialog that is also related to the topic, and the inputs for reading and writing task are a text that is related to the topic.

The learning activities consist of activities of the oral cycle and the written cycle in the materials. Each task in the unit is explained in learning activities. In order to know the students' understanding of the materials, an achievement indicator is designed in each unit. The detailed course grid can be looked up in Table 55 in Appendix E.

3. Unit Design

The materials are developed based on the course grid. Each unit consists of 16 tasks which is divided into some sections. A topic and a title related to the basic competency are applied in every unit. Beneath the unit title, there is an overview paragraph that explains the learning objectives.

Then, a warming up task is designed in “Let’s Get Started” section. The task in this section is also used to elicit the students about the topic. Then, it is continued with “Let’s Study” section that covers the four language skills, i.e. listening and speaking as an oral cycle and reading and writing as a written cycle. “Let’s Do More” section is designed to enforce the language function. It is in the form of free production tasks or semi guided tasks. Then, “Let’s Go Further” is designed to enforce the language focus. It is also in the form of free production tasks or semi guided tasks. Then, “Let’s Do a Reflection” section is designed to evaluate how well the students understand the materials. “Let’s Make a Summary” section is designed to present the summary of the materials and “Vocabulary List” section is designed to provide a list of the difficult words found in the unit.

4. The First Draft of the Materials

The English learning materials are designed based on the course grid. Each unit consists of 16 tasks. The description of each unit is explained as follows.

a. The Description of Unit 1

Unit 1 presents *2.5 expressing feeling* basic competency. There are some expressions that will be learnt in this unit, i.e. *Expressing giving/ asking for opinions, and giving/asking for suggestions*. Unit 1 entitled “I think that’s good” that is taken from one of the expressions in the unit. The topic of this unit is part of the camera.

Task 1 is designed to prompt and to introduce the topic. The task consists of a picture and two comprehension questions related to the picture. The picture is designed to introduce the topic. Then it is called “Let’s Get Started” section.

Then, “Let’s Study” section is designed for the oral cycle and the written cycle. Task 2 to task 7 are for the oral cycle and task 8 to task 13 are for the written cycle. Task 2 is listening section. This section consists of two tasks. Task 2 is vocabulary task. Task 2 facilitates the students to understand the meanings of the words. The goal of this task is to improve the students’ vocabulary mastery. Task 3 is Listening task. This task is designed to be played twice. This task facilitates the students to learn the pronunciation and intonation properly.

Task 4 is speaking section. This section consists of three tasks. Task 4 is a dialog about photo competition. This task is to check their pronunciation and intonation. There are five comprehension questions related to the dialog. Task 5 is to facilitate the students in mastering the vocabulary.

Task 6 is the explanation about the expression found in the monolog and the dialog. This task presents some examples of the expressions found in the previous section. Task 7 is a guided task. Task 7 will force the students to apply the expressions learnt in the previous task.

The next section is about Reading and Writing sections. Task 8 is reading section. Five comprehension questions are designed to help the students comprehend the text. Then, task 9 is to facilitate the students in mastering the vocabulary. Task 10 is about reading strategy, this task is to facilitate the students in applying reading strategy.

Task 11 is writing section. This task is to facilitate the students in learning the general structure of a recount text. Task 12 helps the students comprehend the text. Task 13 is an explanation about the general structure of the recount text and the tenses that should be used. This task facilitates the students in understanding the general structure of the recount text.

Task 14 is to check the students' understanding in using the past tense. It is a guided task where the students should change the verb in the brackets. This task will help the students to understand the use of the past tense.

Task 15 is a free production task. This is to check their understanding of the language function. Then it is called "Let's Do More" section. Task 16 is a free production task. This task is to check the students' understanding of the language focus. Task 16 is involved in "Let's Go Further" section.

Unit 1 has 16 tasks in total. To check the students' understanding of the materials, there is an evaluation table in the "Let's Do a Reflection" section. The summary of the materials in the unit and a list of vocabulary are also provided to help the students understand the materials easily. They are available in "Let's Make a Summary" and "Vocabulary List" sections.

b. The Description of Unit 2

Unit 2 presents the 2.6. *understanding simple instructions* basic competency. There are some expressions that will be learnt in this unit, *i.e. how to respond the instruction, and how to make a procedural text*. The unit entitled "Change your password". The title is taken from one of the expressions in this unit. The topic of this unit is website.

Task 1 is designed to prompt and to introduce the topic. The task consists of a picture and two comprehension questions related to the picture. This task is involved in "Let's Get Started" section.

Then, "Let's Study" section is designed for the oral cycle and the written cycle. Task 2 to task 7 are for the oral cycle and task 8 to task 13 are for the written cycle. Task 2 is listening section. This section consists of two tasks. Task 2 is vocabulary task. Task 2 facilitates the students to understand the meanings of the words. The goal of this task is to improve the students' vocabulary mastery. Task 3 is Listening task. This task is designed to be played twice. This task facilitates the students in learning the pronunciation and intonation properly.

Task 4 is speaking section. This section consists of three tasks. Task 4 is a dialog about making an email signature. This task facilitates the students in practicing their intonation and pronunciation properly. Task 5 is to facilitate the students in mastering the vocabulary.

Task 6 is the explanation about the sequence markers found in the monolog and the dialog. Then, task 7 is guided tasks. Task 7 is facilitated the students in applying the expressions learnt in the previous task.

The next section is about Reading and Writing sections. Task 8 is to facilitate the students in mastering the vocabulary. Then, task 9 is a reading task. Five comprehension questions are designed to help the students comprehend the text. Task 10 is about reading strategy, this task is to facilitate the students in applying reading strategy.

Task 11 is writing section. This task is to facilitate the students in understanding a procedural text. Besides, a vocabulary task is designed to ease the students in comprehending the text. Then, Task 12 requires the student to find the main idea of each paragraph.

Task 13 is an explanation about the general structure of the procedural text. The previous text is used to explain the general structure of the procedural text. Task 14 is to check the students' understanding in making the procedural text. It is a guided task that facilitates the students in arranging the jumbled instructions based on the pictures given. This task will help the students to make a procedural text properly.

Task 15 forces the students to make an instruction using their own words. It is kind of free production task that facilitates the students in making a simple instruction based on the text in task 10. This is to check the students' understanding of the language function. Then it is called "Let's Do More" section.

Task 16 is a free production task. This task is to facilitate the students in checking their understanding of the language focus. This task requires the students to write a simpler instruction about making a hotmail email account. Then it is called "Let's Go Further" section.

Unit 1 has 16 tasks in total. To check the students' understanding of the materials, there is an evaluation table in the "Let's Do a Reflection" section. The summary of the materials in the unit and a list of vocabulary are also provided to help the students understand the materials easily. They are available in "Let's Make a Summary" and "Vocabulary List" sections.

c. The Description of Unit 3

Unit 3 presents the *2.7. making short messages, directing and listing in acceptable dictions, spelling, and grammar* basic competency. The title of this unit is "No camera please". The title is taken from one of the expressions in this unit. The topic of this unit is an exhibition. This unit is to facilitate the students in making a prohibition, giving information, and making a memo.

Task 1 is designed to prompt and to introduce the topic. The task consists of a picture and two comprehension questions related to the picture. This task is involved in "Let's Get Started" section.

The next section is “Let’s Study” that covers the oral cycle and the written cycle. Task 2 to task 7 are for the oral cycle and task 8 to task 13 are for the written cycle. Task 2 is listening section. This section consists of two tasks. Task 2 is vocabulary task that facilitates the students in finding the meaning of the words. The words given is the words that they listen in the listening section, the goal of this task is to improve the students’ vocabulary mastery. Task 3 facilitates the students in listening to a monolog about a photo exhibition. This task was designed to be played twice. This task facilitates the students in learning the pronunciation and intonation properly.

Task 4 is speaking section. This section consists of three tasks. The dialog is about school exhibition. This task requires the students to read the dialog loudly. This task facilitates the students in learning the pronunciation and intonation properly. There are five comprehension questions related to the dialog. Task 5 is a vocabulary task that facilitates the students in improving the vocabulary.

Task 6 is the explanation about the modal verb found in the monolog and the dialog. This task facilitates the students in learning ‘modal verb’. Then, Task 7 requires the students to choose the appropriate meanings for the signs. It is kind of guided tasks. Task 7 forces them to apply the expressions learnt in the previous task.

The next section is about Reading and Writing sections. Task 8 is vocabulary task. This task facilitates the students in finding the meaning of the words. Then, task 9 is to facilitate the students in understanding a memo. Five comprehension questions

are designed to help the students to comprehend the text. Task 10 is about reading strategy, this task is to facilitate the students in applying reading strategies.

Task 11 is writing section. This task is to facilitate the students in understanding a memo. Besides that, a vocabulary task is designed to ease the students in comprehending the text. Then, Task 12 requires the student to find the main idea of each paragraph.

Task 13 is an explanation about the general structure of the memo. The previous text is used to explain the general structure of a memo. Task 14 is to check the students' understanding in making the memo. It is a free production task which forces the students to make a memo.

Task 15 forces the students apply the modal verbs. It is kind of free production task that facilitates the students in making a dialog using the modal verbs. This is to check their understanding of the language function. Then it is called "Let's Do More" section.

Task 16 is a free production task. This task is to facilitate the students in checking their understanding of the language focus. This task requires the students to find an example of memo and then write the part of the memo. Then it is called "Let's Go Further" section.

Unit 3 has 16 tasks in total. To check the students' understanding of the materials, there is an evaluation table in the "Let's Do a Reflection" section. The summary of the materials in the unit and a list of vocabulary are also provided to help

the students understand the materials easily. They are available in “Let’s Make a Summary” and “Vocabulary List” sections.

5. The Reviews of the First Draft by the Expert

The materials were reviewed by a lecturer of English Education as well as a second consultant. The layouts, contents, instructions, grammar, and activities were reviewed to enhance the quality of the materials.

According to the reviewer, the layouts of the materials should be fixed before the try out. The font size should be changed into the smaller one and the space between the sentences should be decreased. The colors of the layout were simple and interesting.

The contents of the units were good. The input texts were authentic. The vocabulary is specific terms related to the students’ program competency. However, the expressions should be showed clearly in the dialogs and text.

The instructions should be modified to help the students and the teacher in comprehending the tasks. However, the unclear expressions were found in some instructions. The grammar mistakes were found in some dialogs and questions. The mistakes should be corrected to make the tasks understandable. There were some questions that should be changed. The decision of the reading tasks should include the reading strategy.

In further, the activities in the materials were considered to be various. The activities have facilitated the students to have practice on the four language skills.

After the first draft of the materials had been reviewed, all units were revised into second draft materials. The evaluations and the revisions are presented as follows.

a. The Evaluations and the Revisions of Unit 1

The evaluation and the revision of the first draft of Unit 1 can be seen in Table 4.3, and the revised materials can be seen in Appendix F.

Table 4.3: The Evaluation and the Revision of the First Draft of Unit 1

Tasks	Evaluation	Revision	Purpose
Task 1	The comprehension questions are not understandable.	Revising the questions.	To make the questions understandable.
Task 3	There is no heading in Listening skill.	Giving “Let’s Listen” as a heading of the listening task.	To make the sections of the task clear.
	There is a grammar mistake in “Did Johny satisfied...?”	Changing the word ‘Did’ into ‘Was’.	To make the question understandable.
Task 4	There is no heading in Speaking skill.	Giving “Let’s Speak” as a heading of the speaking task.	To make the sections of the task clear.
Task 8	There is no heading in Reading skill.	Giving “Let’s Read” as a heading of the speaking task.	To make the sections of the clear.
	The questions do not facilitate the students in applying the reading strategy.	Modifying the questions.	To facilitate the students apply the reading strategy.
Task 11	There is no heading in Writing skill.	Giving “Let’s Write” as a heading of the writing task.	To make the sections of the task clear.
	The text does not introduce the general structure of recount text.	Giving the general structure of the recount text.	To introduce the general structure of recount text.
Task 12	Activity of “finding main idea” is not suitable, because a recount text does not have a main idea in each paragraph.	Changing the activity into comprehension questions.	To help the students understand the sequence of recount text.

Tasks	Evaluation	Revision	Purpose
Task 14	The instruction is confusing.	Modifying the instructions.	To make the instruction understandable.
Task 16	The instruction is confusing.	Modifying the instructions.	To make the instruction understandable.

b. The Evaluations and the Revisions of Unit 2

The evaluation and the revision of the first draft of Unit 2 can be seen in Table 4.4, and the revised materials can be seen in Appendix F.

Table 4.4: The Evaluation and the Revision of the First Draft of Unit 2

Tasks	Evaluation	Revision	Purpose
Task 3	There is no heading in Listening skill.	Giving “Let’s Listen” as a heading of the listening task.	To make the sections of the task clear.
Task 4	There is no heading in Speaking skill.	Giving “Let’s Speak” as a heading of the speaking task.	To make the sections of the task clear.
Task 7	The instruction is confusing.	Modifying the instructions.	To make the instruction understandable.
Task 8	There is a grammar mistake. The is no “s” in the word “meaning”	Changing the word “meaning” into “meanings”	To make the grammar correct.
	There is no heading in Reading skill.	Giving “Let’s Read” as a heading of the speaking task.	To make the sections of the clear.
Task 11	There is no heading in Writing skill.	Giving “Let’s Write” as a heading of the writing task.	To make the sections of the task clear.
	The activity of “finding the synonyms” is not suitable.	Changing the activity “finding the synonyms” into “finding the meanings”	To help the students comprehend the text.

c. The Evaluations and the Revisions of Unit 3

The evaluation and the revision of the first draft of Unit 3 can be seen in Table 4.5, and the revised materials can be seen in Appendix F.

Table 4.5: The Evaluation and the Revision of the First Draft of Unit 3

Tasks	Evaluation	Revision	Purpose
Task 3	There is no heading in Listening skill.	Giving “Let’s Listen” as a heading of the listening task.	To make the sections of the task clear.
	The instruction is confusing.	Modifying the instructions.	To make the instruction understandable.
Task 4	There is no heading in Speaking skill.	Giving “Let’s Speak” as a heading of the speaking task.	To make the sections of the task clear.
	There is a grammar mistake in “Where did the photo exhibition held?”	Changing the word “did” into “was”.	To make the question understandable.
Task 7	The instruction is confusing.	Modifying the instructions.	To make the instruction understandable.
Task 8	There is no heading in Reading skill.	Giving “Let’s Read” as a heading of the speaking task.	To make the sections of the clear.
Task 11	There is no heading in Writing skill.	Giving “Let’s Write” as a heading of the writing task.	To make the sections of the task clear.
	The instruction is confusing.	Modifying the instructions.	To make the instruction understandable.
	The activity is not suitable.	Changing the activity.	To help the students comprehend the text.
Task 12	The activity is not suitable.	Changing the activity.	To help the students comprehend the text.
Task 16	The activity is not suitable.	Changing the activity.	To help the students comprehend the text.

6. The Try-out of the Second Draft

a. The try-out of Unit 1

The try-out of Unit 1 was done after consulting the materials to the first consultant and the expert as well as the second consultant. The try-out involved 36 Grade XI students of Multimedia department at SMKN 1 Godean. The second questionnaires of the evaluation were distributed after the try-out. The questionnaires

were distributed to know the students' comments on Unit 1. The results of the questionnaire were used to revise the materials. Below are the evaluations and the revisions of unit 1.

1) The Evaluation

The evaluation of the try-out of Unit 1 can be summed up by looking at the task components namely goal, input, activity, setting, teacher role, and learner role. When the data of the mean value (\bar{x}) show that it is 'very good', good, or fair; the component of task is effective. The interview and the observation in the field notes were also used to support the questionnaires in gathering the data of evaluation. Here are the descriptive statistics of students to the try-out of unit 1.

Table 4.6: The Descriptive Statistics of Students' Responses on the Effectiveness of Unit 1

No.	Statement	N	Mean	Explanation
1.	The materials are in accordance with the learning objectives of the study program.	36	4.36	Very good
2.	The materials are able to make the students understand the vocabulary related to Multimedia department and apply the grammar properly.	36	4.19	Good
3.	Materials input in unit 1 are varied.	36	4.25	Very good
4.	The materials input in all sections are interesting and understandable.	36	4.11	Good
5.	The topic in the materials encourages the students to learn English.	36	4.19	Good
6.	Activities in unit 1 are varied.	36	4.03	Good
7.	The tasks vary from guided to free production tasks.	36	4.22	Very good
8.	The instructions of the task are clear.	36	4.33	Very good
9.	The layout of unit 1 is interesting.	36	4.25	Very good
10.	The activities consist of individual and in pair tasks.	36	4.12	Good

No.	Statement	N	Mean	Explanation
11	The activities make the students participate actively in the class.	36	4.14	Good
12	The activities acquire the teacher in checking the students' works.	36	4.17	Good

Based on the data collected through the try-out questionnaire as a whole, Unit 1 is effective. It can be seen from the mean values (\bar{x}) in Table 4.6. According to Suharto (2006), the mean value (\bar{x}) of $4.20 < (\bar{x}) < 5.00$ is categorized into 'very good', and $3.40 < (\bar{x}) < 4.19$ is categorized into 'good'. It means that the students agreed with almost all the statements in the questionnaire. Besides gathering information through the questionnaire, the observations and the interviews were conducted to obtain detailed information about the materials.

a) Goal

Based on Table 4.6, the statements of goals are represented in number 1 and 2. The results of the mean values were 4.36 for the statement number 1, and 4.19 for statement number 2. According to *Quantitative Data Conversion* proposed by Suharto (2006), the statement number 1 is categorized into 'very good' because $4.20 < (\bar{x}) < 5.00$ and the statement number 2 is categorized into 'good' because $3.40 < (\bar{x}) < 4.19$. The students said that the topic of Unit 1 was relevant to their study program. The vocabulary was also relevant to their study program. It can be seen from the interview transcripts.

.....
T : *Ok, sekarang keseluruhan unitnya dulu. Menurut kalian,*

- apakah unit ini sesuai dengan jurusan kalian? (Ok, in general, was it relevant to your study program?)*
- S : *Iya Miss. (Yes, it was.)*
- T : *Terus, apakah kosakata yang digunakan sudah sesuai jurusan kalian? (Was the vocabulary used relevant to your study program?)*
- S : *Iya miss, ini tentang kamera-kamera gitu dan exposure gitu, pokoknya bagus miss. (Yes, it was. It was about cameras and exposure. This was good Miss Metta.)*
- T : *Lha njuk, grammarnya piye? Mudeng gak? (How was the grammar? Did you understand?)*
- S : *Mudeng setelah baca contohnya dan dijelaskan tadi.(Yes, I did. I understood the grammar after you gave me the examples and the explanations.)*
- (Appendix D/ Interview Transcript/ Unit 1)
-

b) Input

In relation to input, the whole unit 1 is effective. The statements of input are represented in number 3, 4, and 5. The results of the mean values (\bar{x}) were 4.25 for the statements number 3; 4.11 for statement number 4; and 4.19 for statement number 5. The statement number 3 is categorized into 'very good', and the statement number 4 and 5 are categorized into 'good'. The students said that the inputs were relevant to their study program. It can be seen from the interview transcripts.

-
- T : *Menurut kalian, materinya piye?sesuai jurusan gak?menarik gak? (What do you think about the materials? Was it relevant to your study program? Was it interesting?)*
- S : *Mmmm....sesuai miss. Ya tadi itu, sudah tentang kamera, dan foto gitu. Menarik lah miss, lha wong semua seneng kok nek tentang kamera itu.(It was relevant. These were about cameras and pictures. It was interesting, Miss.)*
- T : *Kalau menurutmu? (What do you think?)*
- S : *Sama Miss, sudah menarik sekali. (Same with her Miss, it was very interesting.)*

(Appendix D/ Interview Transcript/ Unit 1)

Besides the interview transcript, the field note is also used to support the data.

...Then, she asked them about the input of the tasks. The students were so interested in the materials because the inputs were relevant to their study program...

(Appendix D/ Field Notes/ Unit 1)

c) Activity

The statements of activity are represented in number 6, 7, and 8. The statement number 6 is categorized into 'good' with the mean values (\bar{x}) of 4.03 and the statement number 7 and 8 are categorized into 'very good' with the mean values (\bar{x}) of 4.22 for statement number 7 and 4.33 for statement number 8. The students said that the activities were interesting. It can be seen in the following interview transcript.

T : *Ok, terus activitynya gimana?* (Ok, so how were the activities?)

S : *Menurut saya, activitynya bervariasi Miss.* (I think the activities were various Miss.)

T : *Bagus, untuk urutan task nya gimana?* (Good, how was the tasks' sequence?)

S : *Maksudnya?* (What do you mean?)

T : *Mmm...sudahkah berurutan dari yang simple task ke yang sulit??* (Has the task sequence from simple to complex?)

S : *Sudahh miss, dari yang cuman jawab pertanyaan sampai yang harus membuat karangan tentang pengalaman pribadi gitu.* (Yes, it has. The task was from answering the questions to making a text about someone's experience.)

T : *Instruksine piye? Mudah po sulit?* (How was the instruction? Was it easy or difficult?)

S : *Mudah, wong sedikit gitu, simple gitu lho miss, jadi tau apa yang harus dikerjakan.* (It was easy and simple, so we knew

what we should do.)
(Appendix D/ Interview Transcript/ Unit 1)

.....

Besides the interview transcript, the field note is also used to support the data.

.....
...After having the try-out, she just asked them some questions about the materials. She asked them about the instructions of the task. The students could understand all the instructions of unit 1. The instructions were so understandable...

(Appendix D/ Field Notes/ Unit 1)

.....

... Besides that, they were so enthusiast doing the tasks in the materials. They said that the tasks were various...

(Appendix D/ Field Notes/ Unit 1)

.....

d) Setting, Learner Role, and Teacher Role.

Setting, learner role, and teacher role are categorized into 'good'. The results of the mean values (\bar{x}) were 4.12 for statement of setting; 4.14 for statement of learner role; and 4.17 for statement of teacher role. The students said that the settings have been applied well. The students also participated well during the learning process. Those can be seen in the interview transcripts.

.....
T : *Oke, untuk yang individual task, apakah kalian mengerjakannya juga secara individu?* (Ok, for the individual task, did you finish the task individually?)

S : *Ya iyalah miss, kan individual task, ya harus dikerjakan sendirilah.* (Yes, I did. It was individual task, so I ought to finish it individually).

T : *Wow, bagus sekali. Oke, tadi pas tak tanya tentang kamera tadi, kalian semua jawab gak hayo?* (Wow that was very good. Ok, when I was asking you about the camera, did you answer me?)

S : Jawab dong. (Yes, we did.)
(Appendix D/ Interview Transcript/ Unit 1)

.....

The second questionnaires also gained the students' responses of task 1 to task 16 in detailed. Each task is analyzed in the term of the goal, input, activity, setting, learner role, and teacher role. The results of the second questionnaire are also supported by the interviews and the observation field notes. Below are the analyses of the revisions in each task.

a) Task 1

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.7: The Mean and Category of Task 1 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.03	Good
Input	36	4.08	Good
Activity	36	4.22	Very Good
Setting	36	3.97	Good
Learner role	36	4.11	Good
Teacher role	36	4.03	Good

Based on Table 4.7 the mean value (\bar{x}) of the goal was 4.03. According to *Quantitative Data Conversion* proposed by Suharto (2006), it is categorized into 'good'. It means that most of the students agree that goal of task 1 is achieved well. Task 1 is to elicit the students about the topic. A picture of a man that uses a camera is well presented to introduce the topic. Two comprehension questions are well designed in supporting the picture of introducing the topic. The interview was held to gain the students' comments on task 1.

-
- T : *Well, tujuan task 1 ini apa?* (Well, what is the goal of this task?)
- S : *Untuk memperkenalkan topic dan apa yang mau dibahas miss, iya kan?* (The goal is to introduce the topic and what we will learn.)
- T : *Emang apa yang mau dibahas?* (So, what would we learn?)
- S : *Kamera kan miss, terus memberi opinion kan, iya kan?* (We would learn about camera and giving opinions, won't we?)
- T : *Bagus.* (Good.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

Then, she asked the students to guess what they will learn. Some students could guess it well. They answered 'We will learn about camera Miss'. Other students answered 'giving opinions kan Miss, *wong ini ada pertanyaan tentang* what do you think kok'. (Other students answered 'giving opinions', there is a question 'what do you think....')

(Appendix D/ Field Notes/ Unit 1)

.....

Based on Table 4.7 the mean value (\bar{x}) of the input was 4.08. It means that the input is categorized into 'good'. Some students agree that the picture is relevant to their study program. It can be seen in following interview transcripts.

-
- T : *Terus gambarnya sudah sesuai jurusan belum?* (How was the picture? Was it relevant to your study?)
- S : *Yes, relevan. Itu gambar yang bagus banget.* (Yes, it was relevant. That is wonderful picture.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....
Before having a discussion, she asked the students about the picture ‘Is the picture relevant to the study program?’ Then, some students answered ‘Yes Miss’.....

(Appendix D/ Field Notes/ Unit 1)
.....

Based on Table 4.7 the mean value (\bar{x}) of the activity was 4.22. It means that the activity is categorized into ‘very good’. According to the students’ opinion, this task is quite interesting for them. The instruction is also understandable. It can be seen in following interview transcripts.

.....
T : How was the activity?
S : *Good Miss, good good.* (Good Miss, it was very good.)
T : *Good nya itu piye??* (How was ‘good’)
S : *Ya, menarik gitu lho miss. Kita jadi terdorong untuk mengerjakan tasknya itu.* (It was interesting Miss. We were enthusiast in doing the task.)
T : *Instruksi task nya bagaimana?* (How was the instruction?)
S : *Simple dan mudah dimengerti kok miss, saya tau apa yang harus dikerjakan.* (It was simple and understandable Miss. I knew what I should do.)
(Appendix D/ Interview Transcript/ Unit 1)
.....

Based on Table 4.7 the mean value (\bar{x}) of the setting was 3.97 and it is categorized into ‘good’. This task is discussed orally. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

.....
T : *Baik, terus bagaimana dengan diskusinya? Setuju dengan class discussion? Atau seharusnya dijawab individual aja?*

(Well, how was the discussion? Did you agree with class discussion? Or should it answer individually?)

S : *Class discussion miss, kalau individu kurang menarik gitu, nanti gak bisa nebak-nebak gitu.* (Class discussion Miss, If it did individually it was less interesting, we could not guess the answer.)

(Appendix D/ Interview Transcript/ Unit 1)

Besides the interview transcript, the field note is also used to support the data.

then, she asked the students to have a class discussion. The students then just answered the comprehension questions orally.....

(Appendix D/ Field Notes/ Unit 1)

Based on Table 4.7 the mean values (\bar{x}) of the learner role and teacher role are categorized into 'good'. The mean values were 4.11 for the learner role and 4.03 for the teacher role. It can be seen in following interview transcripts.

T : *Terus, untuk peranan siswa dan gurunya piye?* (So, what were the roles of the students and the teacher?)

S : *Gurunya bagus miss, bisa membuat siswa-siswanya aktif menjawab. Mengajukan berbagai pertanyaan menarik, berkaitan dengan gambar itu jadi siswanya senang miss.* (The teacher was good Miss, she could make the students participate actively. She asked some interesting questions that related to the picture so the students were attracted.)

(Appendix D/ Interview Transcript/ Unit 1)

b) Task 2

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.8: The Mean and Category of Task 2 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.33	Very Good
Input	36	4.33	Very Good
Activity	36	4.19	Good
Setting	36	4.19	Good
Learner role	36	4.28	Very Good
Teacher role	36	4.39	Very good

Based on Table 4.8 the mean value (\bar{x}) of the goal was 4.33. It is categorized into ‘very good’. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 2 is vocabulary task that facilitates the students in vocabulary mastery. It can be seen in following interview transcripts.

-
- T : Ok, What do you think about task 2? *Kalian bisa nambah kosakata tidak?* (Could you improve your vocabulary?)
- S : *Bisa miss, kosakatanya sangat membantu, soalnya ini kata-kata sulit, selain itu, kami bisa belajar pronunciation yang benar.* (Yes, I could. The vocabulary was useful because it was difficult word. Besides that, we could learn the pronunciation properly.)
- T : *Terus, selain itu apa? Membantu listening kalian tidak ketika di task selanjutnya?* (What else? Did it help you in listening section in the next task?)
- S : *Iya miss, jadinya pas dengerin monolognya, kami udah tau arti kata-kata yang sulit. Jadi bisa memahami text nya miss.* (Yes, it did. When we were listening to the monolog, we had known the vocabulary.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.8 the mean value (\bar{x}) of the input was 4.33. The input is categorized into ‘good’. Some students agree that the vocabulary is relevant to their study program. The data is also supported by the interview.

-
- T : *Well, vocabnya sudah sesuai dengan jurusan belum ni?* (Well, has the vocabulary relevant to your study program?)
- S : *Sudah miss.* (Yes, it has Miss.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.8 the mean value (\bar{x}) of the activity was 4.19. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Untuk activitynya piye? Suka gak?* (How was the instruction? Did you like it?)
- S : *Sangat suka miss. Apalagi pas saya harus repeating kata-kata tadi.* (I really like it Miss, moreover when I should repeat the words.)
- T : *Apa lagi?* (What else?)
- S : *Mmm...ya menarik gitu lah miss.* (It was interesting Miss.)
- T : *Ok, instruksinya gimana? Mudeng gak?* (Ok, how was the instruction? Did you understand?)
- S : *Bisa dimengerti miss. Gak usah khawatir miss.* (It was understandable Miss. Don't worry Miss.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.8 the mean value (\bar{x}) of the setting was 4.19 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Terus, setuju gak kalau task ini dikerjakan secara individual?* (Do you agree that this task was done individually?)
- S : *Setuju miss, lha tasknya kan harus buka kamus, kalau dikerjakan berdua malah susah miss.* (Yes, I agree, the task

required the students to open the dictionary. If the task was done in pairs, it would be difficult Miss.
(Appendix D/ Interview Transcript/ Unit 1)

.....
Besides the interview transcript, the field note is also used to support the data.

.....
The students opened their own dictionary to find the meanings. They found the meanings of the words individually...
(Appendix D/ Field Notes/ Unit 1)
.....

Based on Table 4.8 the mean values (\bar{x}) of the learner role and teacher role are categorized into 'very good'. The mean values were 4.28 for the learner role and 4.39 for the teacher role. The results of the second questionnaire are supported by the interview transcripts.

-
T : *Nah, peran siswa gimana ni? Kamu tadi bisa berpartisipasi aktif gak?* (How was the role of the students? Did you participate actively?)
S : *Bisa miss, tasknya mengharuskan aktif sih miss, kalau gak ikut aktif ya gak mudeng apa-apa.* (Yes, I did. The task forced the students to participate actively Miss. If we did not participate, we would not understand.)
T : *Gurunya piye?* (How was the teacher?)
S : *Bagus miss, bisa membaca kosakatanya dengan pronoun apa miss, mmm...pronunciation yang benar, gitu lah.* (She was good; she could pronounce the words well.)
(Appendix D/ Interview Transcript/ Unit 1)
.....

Besides the interview transcript, the field note is also used to support the data.

.....
She continued to task 2; she read the vocabulary with proper pronunciation. Then the students repeated the words....
(Appendix D/ Field Notes/ Unit 1)
.....

c) Task 3

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.9: The Mean and Category of Task 3 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.17	Good
Input	36	4.31	Very Good
Activity	36	4.19	Good
Setting	36	4.19	Good
Learner role	36	4.31	Very Good
Teacher role	36	4.31	Very good

Based on Table 4.9 the mean value (\bar{x}) of the goal was 4.17. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 3 is listening task that facilitates the students in understanding the monolog. It can be seen from the interview transcripts.

-
- T : *Langsung aja ya, menurutmu task 3 ini piye?* (To the point guys, what do you think about task 3?)
- S : *Bagus, membuat siswa benar-benar harus mendengarkan dan mengerti monolognya, jadi bisa menjawab pertanyaan.* (It is good. The task forced the students to listen and understand the monolog, so they could answer the questions.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.9 the mean value (\bar{x}) of the input was 4.31. The input is categorized into 'very good'. Some students agree that the monolog is relevant to their study program. However, the illustration picture is needed to help the students understand the monolog. The data is also supported by the interview.

-
- T : *Well, monolognya sesuai jurusan? mudah dipahami tidak?*
(Well, was the monolog relevant to the study program? Was it understandable?)
- S : *Iya miss, sesuai dan mudah dipahami, tapi mbok dikasih gambar ilustrasi apa gitu miss, jadi bisa membantu memahami monolognya.* (Yes, it was relevant and understandable, but it should have an illustration picture, so it would help the students in understanding the monolog.)
- T : Ok.
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.9 the mean value (\bar{x}) of the activity was 4.19. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable although need a modification. It can be seen in following interview transcripts.

-
- T : *Task 3 menarik tidak?* (Was task 3 interesting?)
- S : *Menarik kok miss. Monolognya bisa dibaca dua kali juga, jadi bisa jawab pertanyaannya.* (Yes, it was. The monolog was read twice, so we could answer the questions.)
- T : *Kalau instruksinya gimana? Mudeng gak?* (How was the instruction? Did you understand?)
- S : *Mudeng miss, tapi itu kan bilanganya sama classmates kan? Mbingungi miss. Mbok diganti in pairs gitu aja miss.* (Yes, I did, but it uses 'classmates', isn't it? That is confusing miss, how if you change it into 'in pairs'?)
- T : *Wow, bagus sekali.* (Wow, that's great.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.9 the mean value (\bar{x}) of the setting was 4.19. It is categorized into 'good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Bagaimana kamu mengerjakan tasknya? Sendiri atau bersama temanmu?* (How did you finish the task? Individual or in pairs?)
- S : *Sama teman miss.* (In pairs Miss)
- T : *Enak dikerjakan sendiri atau berdua?* (Which one do you prefer? Individual or in pairs?)
- S : *Berdua miss, kalau sendiri susah, kan harus dengerin sama jawab pertanyaan miss.* (In pairs, it is difficult if I finish the task individually because I should listen and answer the questions in same time.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

After reading the monolog, she gave some time to the students to answer all the questions. In this task, they worked in pairs.....

(Appendix D/ Field Notes/ Unit 1)

.....

The learner role and teacher role are categorized into 'very good'. The mean values (\bar{x}) of the learner role and teacher role were 4.31. The results of the second questionnaire are supported by the interview transcripts.

-
- T : *Peran siswa dan gurunya gimana ini menurut kalian?* (How were the roles of the students and the teacher?)
- S : *Aktif semua Miss, bagus.* (They participated actively.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

d) Task 4

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.10: The Mean and Category of Task 4 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.08	Good
Input	36	4.19	Good
Activity	36	4.06	Good
Setting	36	4	Good
Learner role	36	4.17	Good
Teacher role	36	4.17	Good

Based on Table 4.10 the mean value (\bar{x}) of the goal was 4.08. It is categorized into 'good'. It means that task 4 can facilitate the students in practicing their speaking skill. Most of the students agree that the goal of this task is achieved well. The statement is supported by the interview after the try-out.

-
- T : *Sekarang task 4, gimana ini? Apa yang kalian dapat?* (Now, go to task 4, how is this? What did you get?)
- S : *Ini lho miss, bisa praktek ngomong bahasa inggris, jadi bisa belajar cara bacanya itu.* (We could practice our English, so we could learn how to pronounce it.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.10 the mean value (\bar{x}) of the input was 4.19. It is categorized into 'good'. Most of the students agree that the input is authentic. However, an illustration picture should be added in the dialog. It can be seen in the interview transcripts below.

-
- T : *Well, untuk teksnya sudah sesuai jurusan belum?* (Well, has the text relevant to your study program?)
- S : *Sudah. Lagian di kehidupan nyata juga ada meeting-meeting kayak gitu, iya kan?* (Yes, it has. There was a text about meeting in the real world, wasn't it?)
- T : *Oke, bagus. Apa lagi?* (Ok, good. What else?)
- S : *Mmm...tidak ada gambarnya Miss, ditambah gambar dong Miss.* (Mmm...there was no pictures Miss, you should add a picture.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.10 the mean value (\bar{x}) of the activity was 4.06. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. However, the instruction should be modified. The word 'classmates' is changed into 'partners' or 'pairs'. It can be seen in following interview transcripts.

-
- T : *Ok, terus activitynya gimana?* (Ok, how was the activity?)
- S : *Bagus Miss, karena pertanyaannya, yang mudah-mudah dulu jadi mudeng isi teksnya.* (It was good because the questions were from simple to complex.)
- T : *Instruksinya gimana? Mbingungi gak?* (Ok, Good. How was the instruction? Was it confusing?)
- S : *Classmatesnya itu mbingungi miss, jadi bingung maksudnya, mbok diganti partner atau pairs gitu miss.* (The word 'classmates' was confusing Miss, it ought to be changed into 'partners' or 'pairs'.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.10 the mean value (\bar{x}) of the setting was 4. It is categorized into 'good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in the following interview transcripts.

-
- T : *Oke, kalau begitu tadi bisa mengerjakan ya? Tadi kerjaannya dibandingkan dengan teman tidak?* (Ok. So you could finish the task, couldn't you? Did you compare your task to your friends?)
- S : *Iya miss, tadi kerjaanku ditukarkan ke teman lain miss, jjadi aku nyocokin punya yang lain, terus punyaku dicocokin temenku gitu.* (Yes, I did. My work was compared to the other, so I checked my friend's work and vice versa.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.10 the mean values (\bar{x}) of the learner role and teacher role were 4.17. They are categorized into 'good'. It can be seen in the following interview transcripts.

-
- T : *Terus tadi guru sama siswa aktif gak?* (Did the teacher and the students participate actively?)
- S : *Aktif siswanya miss, lha wong siswanya suruh praktek baca, kalau gurunya kan ngecek cara bacanya.* (Yes, they did. The students read the dialog aloud, and the teacher checked the pronunciations.)
(Appendix D/ Interview Transcript/ Unit 1)
-

e) Task 5

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.11: The Mean and Category of Task 5 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.33	Very good
Input	36	4.28	Very good
Activity	36	4.17	Good
Setting	36	4.19	Good
Learner role	36	4.17	Good
Teacher role	36	4.17	Good

Based on Table 4.11 the mean value (\bar{x}) of the goal was 4.33. It is categorized into 'very good'. It means that task 5 can facilitate the students in improving the vocabulary. Most of the students agree that the goal of this task is achieved well. The statement is supported by the interview after the try-out.

-
- T : *Untuk yang task 5 ini gimana? (How was task 5?)*
 S : *Maksudnya apa? (What do you mean?)*
 T : *Ya, apa yang kalian dapat setelah mengerjakan task 5 ini lho? (What did you get after doing task 5?)*
 S : *Oh...kosakatanya nambah dong miss. (The vocabulary was improved.)*
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.11 the mean value (\bar{x}) of the input was 4.28. Input of task 5 is categorized into 'very good'. Most of the students agree that the input is relevant to the study program. It can be seen in following interview transcripts.

-
- T : *Menurut kalian bagaimana kosakata yang digunakan? Sudah sesuai dengan jurusan kalian apa belum? (What do you think about the vocabulary? Was it relevant to your study program?)*
 S : *Sesuai miss, kan itu sesuai dialog yang tadi kan, ngartiinnnya juga jadi lebih mudah. (It was relevant to the study program Miss. The vocabulary was based on the dialog so it was easy to find the meanings.)*
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.11 the mean value (\bar{x}) of the activity was 4.17. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also clear and understandable. It can be seen in following interview transcripts.

-
- T : *Tasknya menarik gak guys?* (Was the task interesting guys?)
- S : *Menarik miss, wong harus ngepas-ngepasin artinya biar sesuai kontek di dialog tadi. Menantang pokoknya wis.* (It was interesting Miss, because we should match the meaning with the context in the dialog.)
- T : *Instruksinya dapat dimengerti tidak?* (Was the instruction understandable?)
- S : *Ya. Instruksinya mudah dimengerti kok miss.* (Yes, it was. The instruction was understandable.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She asked the students to read the instruction. The students could understand the instruction easily.....

(Appendix D/ Field Notes/ Unit 1)

.....

Based on Table 4.11 the mean value (\bar{x}) of the setting was 4.19 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts that are conducted after the implementation.

-
- T : *Kalian tadi mengerjakannya kerjasama atau sendiri-sendiri?* (How did you finish the task? Was it in pairs or individual?)
- S : *Sendiri miss, instruksinya kan sendiri, lagi kalau berdua malah susah, rebutan bacanya ntar.* (I finished it individually Miss, the instruction was individual task. If we finished it in pairs it would be difficult in reading the text.)
- T : *Bagus.* (Great.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.11 the mean values (\bar{x}) of the learner role and teacher role were 4.17. The learner role and teacher role are effective according the data taken from the second questionnaire. The results of the second questionnaire are supported with the interview transcripts.

.....
 T : *Kalian aktif ngerjain gak?* (Did you participate actively?)
 S : *Iya kok miss.* (Yes, I did.)
 T : *Lha terus gurunya ngapain?* (What was the teacher doing?)
 S : *Menjawab pertanyaan jika ada kesulitan dari siswa.* (She was answering the questions from the students.)
 (Appendix D/ Interview Transcript/ Unit 1)

f) Task 6

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.12: The Mean and Category of Task 6 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.22	Very good
Activity	36	4.08	Good
Setting	36	4.28	Very good
Learner role	36	4.31	Very good
Teacher role	36	4.28	Very good

Based on Table 4.12 the mean value (\bar{x}) of the goal was 4.19 and it is categorized into 'good'. It means that task 6 can facilitate the students in understanding the expressions of giving opinions and suggestions. The goal is achieved well; it can be seen from the interview transcripts below.

-
- T : *Apa yang didapat ni setelah mengerjakan task 6 ini?* (What did you get from doing task 6?)
- S : *Ya ekspresi giving opinion dan suggestion miss, jadi tau gitu tentang itu semua.* (I understood the expressions of giving opinions and suggestions.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.12 the mean value (\bar{x}) of the input was 4.22. It is categorized into 'very good'. Most of the students agree that the input is relevant to the study program. It can be seen from the interview transcripts below.

-
- T : *Penjelasan di task 6 ini gimana?* (How was the explanation in task 6?)
- S : *Jelas kok miss.* (It was clear, Miss.)
- T : *Jelas gimana maksudnya?* (What do you mean with 'clear'?)
- S : *Penjelasannya diberi contoh-contoh gitu misss, jadi mudah dipahami.* (There were examples in the explanation, so it was easy to be understood.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.12 the mean value (\bar{x}) of the activity was 4.08. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. It can be seen from the interview transcripts below.

-
- T : *Terus menarik gak?* (Was it interesting?)
- S : *Ya cukup menarik, menyenangkan ketika harus mencari ekspresi-ekspresi di dalam dialog sebelumnya.* (Yes, it was quite interesting.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.12 the mean value (\bar{x}) of the setting was 4.28 and it is categorized into 'very good'. This task is done individually. Most of the students agree that this task is done well. The instruction is also clear and understandable. It can be seen in following interview transcripts.

-
- T : *Terus pas tadi nyari ekspresinya, kalian sendirian atau sama teman?* (How did you find the expressions? Was it individual or in pairs?)
- S : *Sendiri miss, lagian akan jauh lebih mudah memahami penjelasannya sendirian Miss.* (I did it individually, moreover it would be easier to understand the explanations individually.)
- T : *Bagus.* (Good.)
- S : *Instruksi di task 6 ini jelas gak?* (How was the instruction in task 6?)
- T : *Jelas Miss.* (It was clear, Miss.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.12 the mean values (\bar{x}) were 4.31 for the learner role and 4.28 for the teacher role. They are categorized into 'very good'. The students and the teacher participate in this task actively. It can be seen in following interview transcripts.

-
- T : *Terus peran kalian di task ini gimana?* (What were your roles in this task?)
- S : *Menjadi siswa yang aktif mencari ekspresinya Miss hehehe....* (I ought to find the expressions Miss, hehehe...)
- T : *Gurunya ngapain?* (What was the teacher doing?)
- S : *Menjelaskan di depan kelas kan.* (She explained the expressions in the front of the class.)
(Appendix D/ Interview Transcript/ Unit 1)
-

g) Task 7

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.13: The Mean and Category of Task 7 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.11	Good
Activity	36	4.17	Good
Setting	36	4.03	Good
Learner role	36	4.11	Good
Teacher role	36	4.14	Good

Based on Table 4.13 the mean value (\bar{x}) of the goal was 4.14. It is categorized into 'good'. It means that task 7 can facilitate the students in applying the expressions of giving opinions and suggestions. The goal is achieved well; it can be seen from the interview transcripts below.

-
- T : *Bisa ngerjain gak tadi?* (Could you finish the task?)
- S : *Bisa miss, kan sudah belajar ekspresinya jadi gak terlalu sulit.*
(Yes, I could finish the task because I have learned the expressions so it was not too difficult.)
- T : *Jadi kalian bisa mengaplikasikan ekspresinya dalam task ini ya?* (So, you could apply the expressions through this task, can't you?)
- S : *Iya miss.* (Yes, I could.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.13 the mean value (\bar{x}) of the input was 4.11. It is categorized into 'good'. Most of the students agree that the input is relevant to the study program. It can be seen in following interview transcripts.

-
- T : *Contohnya jelas apa tidak?* (Was the example clear?)
 S : *Iya jelas kok Miss, jadi memudahkan siswa ngerjain tasknya.*
 (Yes, it was. It eased the students in doing the task.)
 T : *Sudah sesuai jurusan apa belum?* (Has it relevant to your
 study program?)
 S : *Sudah.* (Yes, it has.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.13 the mean value (\bar{x}) of the activity was 4.17. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also clear and understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik miss, selain itu, task 7 ini juga menantang, menuntut kita berpikir.* (It was interesting Miss, besides that task 1 was also challenging and forced us to think.)
 T : *Instruksinya jelas apa tidak?* (Was the instruction clear?)
 S : *Jelas dan simple miss.* (It was clear and simple.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.13 the mean value (\bar{x}) of the setting was 4.03. It is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Task 7nya dikerjakan sendiri kan tadi?* (You did task 7 individually, didn't you?)
 S : *Iya kok Miss.* (Yes, I did.)
 T : *Bagus.* (Good.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....
 They asked the students to do the task individually. The students felt
 enthusiast in doing task 7.....
 (Appendix D/ Field Notes/ Unit 1)

Based on Table 4.13 the mean values (\bar{x}) were 4.11 for the learner role and 4.14 for the teacher role. They are categorized into 'good'. The students and the teacher participate in this task actively. The results of the second questionnaire are supported with the interview transcripts.

.....
 T : *Peran lagi ni, peranmu gimana?* (It was about role, how was
 your role?)
 S : *Ya mengerjakan tasknya dengan sebaik mungkin hehehe.* (I did
 the task with my best.)
 T : *Bagus. Terus gurunya ngapain?* (Good. What was the teacher
 doing?)
 S : *Mengecek pekerjaan siswa.* (She checked the students' work.)
 (Appendix D/ Interview Transcript/ Unit 1)

h) Task 8

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.14: The Mean and Category of Task 8 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.33	Very good
Activity	36	4.17	Good
Setting	36	4.11	Good
Learner role	36	4.22	Very good
Teacher role	36	4.33	Very good

Based on Table 4.14 the mean value (\bar{x}) of the goal was 4.28. It is categorized into 'very good'. It means that task 8 can facilitate the students in checking their understanding of the text. The goal is achieved well; it can be seen from the interview transcripts below.

-
- T : *Apa yang kalian dapat dari task 8 ini?* (What did you get from task 8?)
- S : *Belajar memahami text yang dibaca.* (I learned how to comprehend the text.)
- T : *Kalian paham apa tidak jal?* (Could you comprehend the text?)
- S : *Paham kok Miss.* (Yes, I could.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.14 the mean value (\bar{x}) of the input was 4.33. It is categorized into 'very good'. Most of the students agree that the input is relevant to the study program. However, an illustration picture is needed. It can be seen from the interview transcripts below.

-
- T : *Textnya sudah sesuai dengan jurusan apa belum?* (Has the text relevant to the study program?)
- S : *Sudah kok Miss.* (Yes, it has.)
- T : *Ada yang lain?* (Anything else?)
- S : *Gambarnya dikasih dong.* (A picture should be added in the text.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.14 the mean value (\bar{x}) of the activity was 4.17. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik kok miss, menjawab pertanyaan berdasar text jadinya menantang gitu.* (It was interesting Miss, answering questions based on the text was challenging.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.14 the mean value (\bar{x}) of the setting was 4.11. It is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Bagaimana tadi bacanya? Sendiri atau sama teman?* (How did you read? Alone or with your friends?)
- S : *Sendiri miss, soalnya saya harus benar-benar memahami textnya.* (Alone Miss, because I ought to really comprehend the text.)
- T : *Bagus.* (Good.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

The students then read the text. They were silent when reading the text. They read the text individually. They tried to understand the text. Then, the researcher asked them to answer the questions individually...

(Appendix D/ Field Notes/ Unit 1)

.....

Based on Table 4.14 the mean values (\bar{x}) were 4.22 for the learner role and 4.33 for the teacher role. They are categorized into 'very good'. The students and the teacher participate in this task actively. It can be seen from the interview transcripts.

-
- T : *Tadi kamu jawab semua pertanyaannya tidak?* (Did you answer all the questions?)
- S : *Iya dong miss, semuanya terjawab dengan benar.* (Yes, I did.

All questions were answered.)

T : *Bagus. Gurunya gimana?* (Good. How was the teacher?)

S : *Tadi muter-muter tho, ngecek mudeng apa gaknya.* (She checked the students' understanding.)

(Appendix D/ Interview Transcript/ Unit 1)

i) Task 9

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.15: The Mean and Category of Task 9 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.25	Very good
Activity	36	4.17	Good
Setting	36	4.22	Very good
Learner role	36	4.25	Very good
Teacher role	36	4.17	Good

Based on Table 4.15 the mean value (\bar{x}) of the goal was 4.14. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 9 is vocabulary task that facilitates the students in vocabulary mastery. It can be seen from the interview transcripts below.

T : *Task 9 gimana ini? Kosakatanya nambah gak?* (How was task 9? Was the vocabulary improved?)

S : *Nambah miss.* (Yes, it was.)

T : *Terus apalagi? Membantu kalian memahami textnya tidak?* (What else? Did it help you in understanding the text?)

S : *Iya dong miss, sangat membantu.* (Yes, it did. It was helpful.)

(Appendix D/ Interview Transcript/ Unit 1)

Besides the interview transcript, the field note is also used to support the data.

They found the meanings of the words easily. Then, she asked a question to the students ‘What did you get after doing this task? ‘The vocabulary is improved’ they answered....

(Appendix D/ Field Notes/ Unit 1)

Based on Table 4.15 the mean value (\bar{x}) of the input was 4.25. The input is categorized into ‘very good’. Some students agree that the vocabulary is relevant to their study program. It can be seen from the interview transcripts.

T : *Vocabnya sesuai jurusan apa tidak?* (Has the vocabulary relevant to your study program?)

S : *Sudah miss.* (Yes, it has Miss.)
(Appendix D/ Interview Transcript/ Unit 1)

Based on Table 4.15 the mean value (\bar{x}) of the activity was 4.17. It is categorized into ‘good’. According to the students’ opinion, this task should be changed to be more various. The instruction is also changed. It can be seen in following interview transcripts.

T : *Activitynya gimana?* (How was the activity?)

S : *Sama kayak yang tadi ya Miss? Diganti dong Miss, mencari sinonim gitu Miss.* (It was same, wasn’t it? It ought to be changed into finding the synonym.)

T : *Instruksinya juga diganti dong?* (So should the instruction be changed?)

S : *Iya dong miss, yang mencari artinya jadi mencari sinonimnya gitu, biar lebih menantang.* (Of course, the activity of finding the meaning ought to be changed into finding the synonym.)
(Appendix D/ Interview Transcript/ Unit 1)

Based on Table 4.15 the mean value (\bar{x}) of the setting was 4.22 and it is categorized into ‘very good’. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Terus, setuju gak task ini didesain untuk dikerjakan secara individu?* (Did you agree that this task was designed to do individually?)
- S : *Setuju miss..* (Yes, I agreed.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.15 the mean values (\bar{x}) were 4.25 for the learner role and 4.17 for the teacher role. The learner role is categorized into ‘very good’ and the teacher role is categorized into ‘good’. It can be seen from the interview transcripts.

-
- T : *Kamu tadi bisa berpartisipasi aktif gak?* (Did you participate actively?)
- S : *Iya dong miss. Saya mengikuti gurunya baca kata-katanya, hehehe.* (Yes, of course. I repeated the teacher in pronouncing the words.)
- T : *Oh...jadi tadi gurunya membacakan kata-katanya dengan keras gitu?* (Oh...so did the teacher read the words aloud?)
- S : *Iya Miss.* (Yes, she did.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

j) Task 10

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.16: The Mean and Category of Task 10 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.33	Very good
Input	36	4.22	Very good
Activity	36	4.44	Very good

Aspects	N	Mean	Category
Setting	36	4.08	Good
Learner role	36	4.25	Very good
Teacher role	36	4.31	Very good

Based on Table 4.16 the mean value (\bar{x}) of the goal was 4.33. It is categorized into 'very good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 10 is task that helps the students in comprehending the text. It can be seen from the interview transcripts.

.....
T : *Bagaimana ni dengan task 10? Membantu memahami text gak?* (How was task 10? Did it help you in understanding the text?)

S : *Iya dong miss. Soalnya mengharuskan kami membaca lagi textnya.* (Yes, it did. It forced me to read the text.)

T : *Bagus.* (Good.)
(Appendix D/ Interview Transcript/ Unit 1)

.....
Based on Table 4.16 the mean value (\bar{x}) of the input was 4.22. The input is categorized into 'very good'. The statements in this task are relevant and understandable. It can be seen from the interview transcripts.

.....
T : *Bagaimana pernyataan-pernyataan di task 10 ini?* (How were the statements in task 10?)

S : *Mudah dipahami Miss.* (They were understandable Miss.)

T : *Contohnya bisa dipahami ya?* (The examples were understandable, weren't they?)

S : *Iya.* (Yes, they were.)
(Appendix D/ Interview Transcript/ Unit 1)

Based on Table 4.16 the mean value (\bar{x}) of the activity was 4.44. It is categorized into 'very good'. According to the students' opinion, this task is interesting for them. The instruction is also understandable. It can be seen from the interview transcripts.

-
- T : *Activitynya menantang tidak?* (Was the activity challenging?)
 S : *Iya Miss.* (Yes, it was.)
 T : *Kamu suka activitynya?* (Did you like the activity?)
 S : *Ya, tasknya menantang itu tadi. Saya harus membaca textnya untuk bisa tahu pernyataannya benar atau salah.* (Yes, I did. This task was challenging. I ought to read the text to know the statements are true or false.)
 T : *Great. Apalagi? Instruksinya bisa dipahami?* (Anything else? Was the instruction understandable?)
 S : *Bisa kok Miss* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.16 the mean value (\bar{x}) of the setting was 4.08 and it is categorized into 'good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Bagaimana kamu menyelesaikan tasknya? Individu atau in pairs?* (How did you finish the task? Individual or in pairs?)
 S : *Saya manut instruksi dong miss, jadi berdua dong.* (I followed the instruction Miss, so I finished it in pairs.)
 T : *Bagus sekali.* (Very good.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She asked the students to decide whether the statement true or false. They did the task with their partners. They reread the text to get the right answers....
 (Appendix D/ Field Notes/ Unit 1)

.....

Based on Table 4.16 the mean value (\bar{x}) of the learner role and teacher role are categorized into ‘very good’. The mean values were 4.25 for the learner role and 4.31 for the teacher role. It can be seen in following interview transcripts.

-
- T : *Tadi kamu selesai tidak mengerjakannya?* (Did you finish the task?)
- S : *Selesai miss, lha gurunya tadi muter kami je ya, jadinya mau tidak mau ya harus selesai tho.* (Yes, I did, the teacher checked us so we ought to finish the task.)
(Appendix D/ Interview Transcript/ Unit 1)
-

k) Task 11

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.17: The Mean and Category of Task 11 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.08	Good
Input	36	4.14	Good
Activity	36	4.17	Good
Setting	36	4.11	Good
Learner role	36	3.92	Good
Teacher role	36	3.97	Good

Based on Table 4.17 the mean value (\bar{x}) of the goal was 4.08. It is categorized into ‘good’. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 11 facilitates the students in understanding the general structure of a recount text. It can be seen in following interview transcripts.

-
- T : *Task 11 bagaimana ini?* (How was task 11?)
- S : *Em...jadi tau tentang recount text miss.* (Em...I understood about a recount text.)

- T : *Tenane?* (Really?)
 S : *Iya miss, lha itu tentang pengalaman seseorang kan iya kan?*
 (Yes, I did. That was about someone's experience, wasn't it?)
 T : *Bagus.* (Good.)
 (Appendix D/ Interview Transcript/ Unit 1)

Based on Table 4.17 the mean value (\bar{x}) of the input was 4.14. The input is categorized into 'good'. The text is relevant to the study program. It can be seen from the interview transcripts.

- T : *Textnya sesuai jurusan tidak ini?* (Was the text relevant to the study program?)
 S : *Sesuai kok miss. Ini tentang pengalaman seseorang menggunakan kamera tho?* (Yes, it was. It was about someone that uses a camera, wasn't it?)
 T : *Iya.* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 1)

Based on Table 4.17 the mean value (\bar{x}) of the activity was 4.17. It is categorized into 'good'. According to the students' opinion, this task helps them in understanding a recount text. Besides that, the vocabulary helps them in understanding the text. The instruction is simple and understandable. It can be seen in following interview transcripts.

- T : *Activitynya piye?* (How was the activity?)
 S : *Mencari meaning kan? Bagus miss, gak usah sulit-sulit gitu.*
 (It was about finding the meaning, wasn't it? It was good and not too difficult.)
 T : *Vocabnya membantu tidak?* (Did the vocabulary help you?)
 S : *Iya miss, jadi benar-benar tahu maksud textnya.* (Yes, it did. I really knew the text.)
 T : *Instruksinya?* (How was the instruction?)
 S : *Mudah dipahami.* (It was understandable.)
 (Appendix D/ Interview Transcript/ Unit 1)

Based on Table 4.17 the mean value (\bar{x}) of the setting was 4.11 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Kalian menemukan meaning dari vocabnya tidak?* (Did you find the meaning of the vocabulary?)
 S : *Iya dong miss.* (Yes, I did.)
 T : *Jadi setuju ni kalau dikerjakan secara individu?* (So, did you agree that it was done individually?)
 S : *Setuju miss.* (Yes, I did.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.17 the mean values (\bar{x}) were 3.92 for the learner role and 3.97 for the teacher role. They are categorized into 'good'. It can be seen from the interview transcripts.

-
- T : *Eh...terus tadi dicek gak sama gurunya?* (Was your work being checked?)
 S : *Iya dong miss.* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

1) Task 12

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.18: The Mean and Category of Task 12 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.08	Good
Input	36	4.19	Good
Activity	36	4.11	Good

Aspects	N	Mean	Category
Setting	36	4.14	Good
Learner role	36	3.92	Good
Teacher role	36	4.05	Good

Based on Table 4.18 the mean value (\bar{x}) of the goal was 4.08. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 12 facilitates the students in comprehending the text. It can be seen from the interview transcripts.

-
- T : *Task 12 membantu memahami textnya tidak?* (Did task 12 help you in understanding the text?)
- S : *Iya miss, pertanyaannya bisa dijawab kalau mudeng textnya.* (Yes, it did. The questions could be answered if understand the text.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.18 the mean value (\bar{x}) of the input was 4.19. The input is categorized into 'good'. Some students agree that the questions are not too difficult and based on the text. It can be seen from the interview transcripts.

-
- T : *Pertanyaannya sulit tidak?* (Were the questions difficult?)
- S : *Tidak terlalu sulit, lagian pertanyaannya kan berdasarkan textnya.* (No, it was not too difficult; moreover the questions are based on the text.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.18 the mean value (\bar{x}) of the activity was 4.11. It is categorized into 'good'. According to the students' opinion, this task is quite

interesting. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Bagus gak activitynya? Perlu saya ganti tidak?* (Was the activity good? Should I change it?)
- S : *Bagus. Tidak perlu diganti kok miss, pertanyaannya kan membantu ben mudeng textnya.* (Yes, it was. It should not be changed because the questions help the students in understanding the text.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Sudah jelas sekali.* (It was clear.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.18 the mean value (\bar{x}) of the setting was 4.14 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Tadi menyelesaikan tasknya sendiri kan?* (You did the task individually, didn't you?)
- S : *Iya miss, soalnya harus membaca lagi textnya.* (Yes, I did. Because I ought to reread the text.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.18 the mean values (\bar{x}) were 3.92 for the learner role and 4.05 for the teacher role. They are categorized into 'good'. It can be seen from the interview transcripts.

-
- T : *Kamu jawab semua pertanyaannya kan?* (You answered all the questions, didn't you?)
- S : *Iya miss. Miss Metta ngecek i satu-satu sih, jadi saya harus jawab semua. Hehehe...* (Yes, I did. Miss Metta checked it one by one, so I ought to answer all the questions. Hehehe...)

(Appendix D/ Interview Transcript/ Unit 1)

m) Task 13

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.19: The Mean and Category of Task 13 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.17	Good
Input	36	4.25	Very good
Activity	36	4.19	Good
Setting	36	4.17	Good
Learner role	36	4.31	Very good
Teacher role	36	4.28	Very good

Based on Table 4.19 the mean value (\bar{x}) of the goal was 4.17. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 13 is explanations about recount text. This task is designed to help the students understand a recount text. It can be seen from the interview transcripts.

T : *Setelah membaca penjelasan di task 13 jadi mudeng recount text gak?* (Did you understand about recount text after reading the explanations?)

S : *Mudeng Miss.* (Yes, I did.)

(Appendix D/ Interview Transcript/ Unit 1)

Based on Table 4.19 the mean value (\bar{x}) of the input was 4.25. The input is categorized into 'very good'. The explanations are understandable. Besides that, the

examples are from the text in the previous section. It can be seen from the interview transcripts.

-
- T : *Penjelasannya enak dipahami gak?* (Were the explanations understandable?)
- S : *Iya miss, masalahnya banyak contohnya sih miss.* (Yes, they were, because there were many examples.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.19 the mean value (\bar{x}) of the activity was 4.19. It is categorized into 'good'. According to the students' opinion, this task is quite interesting. The instruction is clear. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
- S : *Ya sudah cukup bagus Miss, gak perlu diubah lagi.* (It was good enough Miss, you don't need to change it.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Jelas.* (It was clear.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.19 the mean value (\bar{x}) of the setting was 4.17 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Memahami penjelasannya sendiri atau sama partnermu?* (How did you learn the explanations? Alone or with your friends?)
- S : *Memahaminya ya sendirilah miss.* (I learned the explanations alone Miss.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.19 the mean values (\bar{x}) were 4.31 for the learner role and 4.28 for the teacher role. They are categorized into ‘very good’. It can be seen from the interview transcripts.

-
- T : *Kamu tadi bisa berpartisipasi aktif gak?* (Did you participate actively?)
- S : *Iya dong miss. Saya kan baca menyebutkan structure recount textnya.* (Yes, I did. I mentioned the general structure of recount text.)
- T : *Oh...terus gurunya menjelaskan begitu?* (Oh...did the teacher explain the materials?)
- S : *Iya Miss.* (Yes, she did.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She asked them to mention the structure of recount text from the previous text. Then, she explained the general structure of a recount text and simple past tense.....

(Appendix D/ Field Notes/ Unit 1)

.....

n) Task 14

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.20: The Mean and Category of Task 14 in Unit 1

Aspects	N	Mean	Category
Goal	36	3.94	Good
Input	36	4.06	Good
Activity	36	4.28	Very good
Setting	36	4.17	Good
Learner role	36	4.39	Very good
Teacher role	36	4.25	Very good

Based on Table 4.20 the mean value (\bar{x}) of the goal was 3.94. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 14 is to facilitate the students in applying simple past tense. The results of the second questionnaire are supported by the interview transcripts.

-
- T : Task14 ini bagaimana? Mudeng penggunaan past tense gak?
(*How was task 14? Did you understand the use of past tense?*)
- S : *Iya miss, jadi lebih mudeng menggunakan past tense.* (Yes, I did. I did understand the use of past tense.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.20 the mean value (\bar{x}) of the input was 4.06. The input is categorized into 'good'. The verbs in the bracket are simple and understandable. It can be seen from the interview transcripts.

-
- T : *Apakah kata-kata dalam kurung ini susah?* (Were the words in the bracket difficult?)
- S : *Tidak terlalu susah kok Miss, lagian text yang digunakan tentang kamera gitu, jadi menarik gitu.* (No, they were not too difficult. Moreover, the text was about cameras so it was interesting.)
- T : *Bagus.* (Good.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.20 the mean value (\bar{x}) of the activity was 4.28. It is categorized into 'very good'. According to the students' opinion, this task is quite interesting for them. However, the instruction should be modified. The word

‘classmates’ is changed into ‘partners’ or ‘pairs’. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss, beda dari yang sebelumnya.* (It was interesting Miss, it is different.)
- T : *Ok, instruksinya jelas gak?* (Well, how was the instruction?)
- S : *Kurang jelas miss, ya classmates nya itu diganti partner aja.* (It was not clear Miss, the word ‘classmates’ is changed into ‘partners’.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.20 the mean value (\bar{x}) of the setting was 4.17 and it is categorized into ‘good’. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Tadi dibandingkan dengan partnermu tidak?* (Did you compare you works with your partner?)
- S : *Iya miss, soalnya kalau sendiri ngerjainnya agak kurang yakin, hehehe...* (Yes, I did. Because I am not sure if I did it alone.)
- (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

The students could change the verb and they compare it to their partners. They worked together to get the best answers.....

(Appendix D/ Field Notes/ Unit 1)

.....

Based on Table 4.20 the mean values (\bar{x}) were 4.39 for the learner role and 4.25 for the teacher role. They are categorized into ‘very good’. It can be seen from the interview transcripts.

.....

T : *Tadi dikerjakan semua tho?* (Did you finish all your works?)
 S : *Iya dong Miss..* (Yes, I did.)
 T : Good.
 (Appendix D/ Interview Transcript/ Unit 1)

.....

o) Task 15

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.21: The Mean and Category of Task 15 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.17	Good
Input	36	4.17	Good
Activity	36	4.03	Good
Setting	36	4	Good
Learner role	36	4.11	Good
Teacher role	36	4.19	Good

Based on Table 4.21 the mean value (\bar{x}) of the goal was 4.17. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 15 facilitates the students in applying expressions of giving opinions and suggestions. The results of the second questionnaire are supported by the interview transcripts.

.....

T : *Tadi bisa buat dialognya tidak?* (Could you make the dialog?)
 S : *Bisa kok Miss.* (Yes, I could.)
 T : *Dialognya tentang expresi-expresi yang sudah dibahas apa tidak?* (Did the dialog involve the expressions?)
 S : *Tentunya.* (Of course.)
 (Appendix D/ Interview Transcript/ Unit 1)

.....

Based on Table 4.21 the mean value (\bar{x}) of the input was 4.17. The input is categorized into 'good'. Some students agree that the picture is relevant to the topic. It can be seen from the interview transcripts.

-
- T : *Gambarnya bagus tidak? Sesuai topik tidak?* (Was the picture good? Was it relevant to the topic?)
 S : *Ohh... Bagus miss. Sesuai kok.* (ohh...It was good.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.21 the mean value (\bar{x}) of the activity was 4.03. It is categorized into 'good'. According to the students' opinion, this task is interesting. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik kok miss.* (It was interesting.)
 T : *Instruksinya piye? Jelas apa tidak?* (How was the instruction? was it clear or not?)
 S : *Jelas Miss.* (It was clear.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.21 the mean value (\bar{x}) of the setting was 4 and it is categorized into 'good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Buat dialognya kerjasama dengan temanmu, iya kan?* (You made the dialog with your friend, didn't you?)
 S : *Iya dong Miss, kalau gak kerjasama susah miss, lagi harus dipraktekkan di depan kelas kan?.* (Yes, I did. It would be difficult if I did it alone, moreover, it should be practiced in
-

the front of the class.)
 T : *Bagus.* (Good.)
 (Appendix D/ Interview Transcript/ Unit 1)

.....
 Besides the interview transcript, the field note is also used to support the data.

.....
 She asked them to work in pairs. They made a dialog using expressions of giving opinions and suggestions with their partners. They then practiced the dialog in the front of the class.....
 (Appendix D/ Field Notes/ Unit 1)

Based on Table 4.21 the mean values (\bar{x}) were 4.11 for the learner role and 4.19 for the teacher role. They are categorized 'good'. It can be seen from the interview transcripts.

.....
 T : *Kamu tadi praktek di depan kelas tidak?* (Did you practice it in front of class?)
 S : *Gak kebagian Miss, hehehe.* (No, I didn't.)
 T : *Tapi kamu buat dialognya kan tadi?* (You made the dialog, didn't you?)
 S : *Iya dong Miss, kan tadi udah dilihat sama Miss Metta.* (Yes, I did. You had checked my works.)
 (Appendix D/ Interview Transcript/ Unit 1)

p) Task 16

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.22: The Mean and Category of Task 16 in Unit 1

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.19	Good
Activity	36	4.11	Good
Setting	36	4.06	Good

Aspects	N	Mean	Category
Learner role	36	3.97	Good
Teacher role	36	4.03	Good

Based on Table 4.22 the mean value (\bar{x}) of the goal was 4.14. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 16 facilitates the students in making a recount text. It can be seen from the interview transcripts.

.....
T : *Tadi buat recount text gak?* (Did you make a recount text?)
S : *Iya dong Miss.* (Yes, I did.)
T : *Bisa buatnya?* (Could you make it?)
S : *Bisa kok Miss.* (Yes, I could.)
(Appendix D/ Interview Transcript/ Unit 1)
.....

Based on Table 4.22 the mean value (\bar{x}) of the input was 4.19. The input is categorized into 'good'. Some students agree that the task is relevant to their study program. It can be seen from the interview transcripts.

.....
T : *Tadi buat recount textnya tentang kamera tidak hayo?* (Did you make a recount text about cameras?)
S : *Iya Miss, saya hanya ngikut instruksinya.* (Yes, I did. I just follow the instruction.)
T : *Seneng gak dengan topiknya?* (Did you like the topic?)
S : *Seneng banget.* (Yes, I did.)
(Appendix D/ Interview Transcript/ Unit 1)
.....

Based on Table 4.22 the mean value (\bar{x}) of the activity was 4.11. It is categorized into 'good'. According to the students' opinion, this task is interesting.

The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik miss.* (It was interesting.)
 T : *Instruksinya gimana?* (How was the instruction?)
 S : *Enak kok, tidak membingungkan.* (It was clear.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on Table 4.22 the mean value (\bar{x}) of the setting was 4.06 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Setuju dikerjakan sendiri tidak ni tasknya?* (Did you agree that this task is for individual task?)
 S : *Sangat setuju mas, ini kan berdasar pengalamannya sendiri-sendiri.* (Yes, I agreed. Because this was based on own experience.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

In the last task, she asked them to write a recount text about their experience of using a camera. They did it individually.....
 (Appendix D/ Field Notes/ Unit 1)

.....

Based on Table 4.22 the mean values (\bar{x}) were 3.97 for the learner role and 4.07 for the teacher role. They are categorized into 'good'. It can be seen from the interview transcripts.

-
- T : *Kamu sendiri ngerjain gak?* (Did you finish your work?)
 S : *Iya Miss. Kan dikumpulkan, jadinya harus mengerjakan.* (Yes, I did. It ought to be submitted so I had to finish it.)

- T : *Gurunya tadi membantu kalian tidak?* (Did the teacher help you?)
 S : *Iya Miss.* (Yes, she did.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

Based on the interviews transcripts and the field notes, it can be concluded that most tasks are good and do not need revisions in terms of the goals, activities, input texts, settings, teachers' role and learners' role. The instructions are mostly simple and understandable. However, there are suggestions from the students. They are in term of the input and the activity.

The tasks that need revisions are Task 3, Task 4, Task 8, Task 9, and Task 14. Task 3 and Task 4 should be revised in the term of input and instruction. Task 8 should be revised in the term of input, and Task 9 and Task 14 should be revised in the term of the activity. The evaluations can be seen in Table 4.23.

Table 4.23: The Evaluations of Unit 1

Task	Evaluation
Task 1	The task is good and does not need any revision.
Task 2	The task is good and does not need any revision.
Task 3	The task is good needs revision for the input and the instruction.
Task 4	The task is good needs revision for the input and the instruction.
Task 5	The task is good and does not need any revision.
Task 6	The task is good and does not need any revision.
Task 7	The task is good and does not need any revision.
Task 8	The task is good but needs revisions for the input.
Task 9	The task is good but needs revisions for the activities.
Task 10	The task is good and does not need any revision.
Task 11	The task is good and does not need any revision.
Task 12	The task is good and does not need any revision.
Task 13	The task is good and does not need any revision.
Task 14	The task is good but needs revisions for the activities.
Task 15	The task is good and does not need any revision.
Task 16	The task is good and does not need any revision.

2) The Revision

The data obtained from the statistical data of the questionnaire results and the interview results are used to revise the materials. Below is the table of the revision of Unit 1.

Table 4.24: The Revision of Unit 1

No	Tasks	Evaluation	Revision	Purpose
1.	Task 3	Input: There is no illustration picture in the monolog.	Adding an illustration picture in the monolog.	To attract the students' attention to the inputs. To help the students in understanding the monolog.
		Activity: The instruction is confusing.	Changing the word 'classmates' into 'partners'	To make the instruction understandable.
2.	Task 4	Input: There is no illustration picture in the dialog.	Adding an illustration picture in the dialog.	To attract the students' attention to the inputs. To help the students in understanding the dialog.
		Activity: The instruction is confusing.	Changing the word 'classmates' into 'partners'	To make the instruction understandable.
3.	Task 8	Input: There is no illustration picture in the text.	Adding an illustration picture in the text.	To attract the students' attention to the inputs. To help the students in understanding the text.
4.	Task 9	Activity: The vocabulary task is not various.	Changing the task from 'finding the meaning of the words' into 'finding the synonym of the	To attract the students' attention to the task.

No	Tasks	Evaluation	Revision	Purpose
			words.	
5.	Task 14	Activity: The instruction is confusing.	Changing the word 'classmates' into 'partners'	To make the instruction understandable.

Based on Table 4.8, Task 3, Task 4, Task 8, Task 9, and Task 14 need some revisions in term of the input and the activity. There is no illustration picture in Task 3, Task 4, and Task 8. Therefore, adding an illustration picture is needed to attract the students' attention to the inputs. Besides that, the students will be more interested in learning English through the materials.

The instructions of Task 3, Task 4, and Task 14 are also need a modification. The use of 'classmates' in the instructions is confusing. Therefore, the word 'classmates' is changed into 'partners' or 'in pairs'. In Task 9, the activity should be changed. Finding the meaning of words is changed into finding the synonym of the words. The revision is needed to make the activity becomes more various. Most of the students agree with the setting of the task. It can be seen on Table 4.7 that there is no revision in term of setting.

b. The try-out of Unit 2

The try-out of Unit 2 was done after consulting the materials to the first consultant and the expert as well as the second consultant. The try-out involved 36 Grade XI students of Multimedia department at SMKN 1 Godean. The second questionnaires of the evaluation were distributed after the try-out. The questionnaires were distributed to know the students' comments on Unit 2. The results of the

questionnaire were used to revise the materials. Below are the evaluations and the revisions of unit 2.

1) The Evaluation

The evaluation of the try-out of Unit 2 can be summed up by looking at the task components namely goal, input, activity, setting, teacher role, and learner role. When the data of the mean value (\bar{x}) show that it is 'very good', good, or fair; the component of task is effective. The interview and the observation in the field notes were also used to support the questionnaires in gathering the data of evaluation. Here are the descriptive statistics of students to the try-out of unit 2.

Table 4.25: The Descriptive Statistics of Students' Responses on the Effectiveness of Unit 2

No.	Statement	N	Mean	Explanation
1.	The materials are in accordance with the learning objectives of the study program.	36	4.08	Good
2.	The materials are able to make the students understand the vocabulary related to Multimedia department and apply the grammar properly.	36	4.19	Good
3.	Materials input in unit 1 are varied.	36	4.14	Good
4.	The materials input in all sections are interesting and understandable.	36	4.08	Good
5.	The topic in the materials encourages the students to learn English.	36	4.03	Good
6.	Activities in unit 1 are varied.	36	4.19	Good
7.	The tasks vary from guided to free production tasks.	36	4.19	Good
8.	The instructions of the task are clear.	36	4.39	Very good
9.	The layout of unit 1 is interesting.	36	4.36	Very good
10.	The activities consist of individual and in pair tasks.	36	4.11	Good
11	The activities make the students participate actively in the class.	36	4.22	Very good
12	The activities acquire the teacher in	36	4.25	Very good

No.	Statement	N	Mean	Explanation
	checking the students' works.			

Based on the data collected through the try-out questionnaire as a whole, Unit 2 is effective. It can be seen from the mean values (\bar{x}) in Table 4.25. According to Suharto (2006), the mean value (\bar{x}) of $4.20 < (\bar{x}) < 5.00$ is categorized into 'very good', and $3.40 < (\bar{x}) < 4.19$ is categorized into 'good'. It means that the students agreed with almost all the statements in the questionnaire. Besides gathering information through the questionnaire, the observations and the interviews were conducted to obtain detailed information about the materials.

a) Goal

Based on Table 4.25, the statements of goals are represented in number 1 and 2. The results of the mean values were 4.08 for the statement number 1, and 4.19 for statement number 2. According to *Quantitative Data Conversion* proposed by Suharto (2006), the statement number 1 and 2 are categorized into 'good' because $3.40 < (\bar{x}) < 4.19$. The students said that the topic of Unit 2 was relevant to their study program. The vocabulary was also relevant to their study program. It can be seen from the interview transcripts.

-
- T : *Keseluruhan unit 2 ya sekarang.* (Now, It is about unit 2 in general, isn't it?)
S : *Iya Miss.* (Yes, it is.)
T : *Topik nya sesuai tidak?* (Was the topic relevant to the study program?)
S : *Sesuai sekali banget banget Miss, selain tentang kamera, kita*

kan juga belajar website. (Yes, it was. We also learned about websites)

T : *Jadi website ini sudah sesuai kan, iya kan?* (So, website was relevant, wasn't it?)

S : *Iya Miss.* (Yes, it was.)

T : *Kosakatanya gimana? Sesuai jurusan tidak?* (How was the vocabulary? Was it relevant to the study program?)

S : *Sesuai Miss.* (Yes, it was.)

(Appendix D/ Interview Transcript/ Unit 2)

b) Input

In relation to input, the whole unit 2 is effective. The statements of input are represented in number 3, 4, and 5. The results of the mean values (\bar{x}) were 4.14 for the statements number 3; 4.08 for statement number 4; and 4.03 for statement number 5. The statement number 3, 4, and 5 are categorized into 'good'. The students said that the inputs were relevant to their study program. It can be seen from the interview transcripts.

T : *Terus, materinya piye?sesuai jurusan gak?menarik gak?*
(What do you think about the materials? Was it relevant to your study program? Was it interesting?)

S : *Mmmm....sesuai miss. Tadi kan topiknya website, ini textnya juga sudah tentang website.* (It was relevant to the study program Miss. The topic was about websites, so the text was also about websites.)

(Appendix D/ Interview Transcript/ Unit 2)

Besides the interview transcript, the field note is also used to support the data.

Then, she asked about the input of the tasks. The students said that the inputs were relevant to their study program. They also gave some suggestions in term of input. They asked the teacher to add some illustration pictures.

(Appendix D/ Field Notes/ Unit 2)

.....

c) Activity

The statements of activity are represented in number 6, 7, and 8. The statement number 6 and 7 are categorized into 'good' with the mean values (\bar{x}) of 4.19. The statement number 8 is categorized into 'very good' with the mean values (\bar{x}) of 4.39. The students said that the activities were interesting. It can be seen in the following interview transcript.

-
- T : *Ok, terus activitynya gimana?* (Ok, so how were the activities?)
- S : *Menurut saya, menarik kok miss.* (I think the activities were interesting Miss.)
- T : *Instruksine?* (How were the instructions?)
- S : *Mudah dipahami kok Miss.* (They were understandable Miss.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She asked them about the instructions of each task. The students said that the instructions were understandable. However, some instructions needed a modification.

(Appendix D/ Field Notes/ Unit 2)

.....

d) Setting, Learner Role, and Teacher Role.

Setting is categorized into 'good' with the mean values (\bar{x}) of 4.11. The learner role and teacher role are categorized into 'very good' with the mean values (\bar{x}) of 4.22 for statement of learner role; and 4.25 for statement of teacher role. The

students said that the settings have been applied well. The students also participated well during the learning process. Those can be seen in the interview transcripts.

-
- T : *Kalian mengikuti instruksinya dengan baik gak?* (Did you follow the instructions well?)
- S : *Ya iyalah miss.* (Yes, of course.)
- T : *Great. Kalian ikut berpartisipasi aktif tidak?* (Great, did you participate actively?)
- S : *Iya Miss.* (Yes, I did.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

The second questionnaires also gained the students' responses of task 1 to task 16 in detailed. The descriptive statistics of the students' responses can be seen in Table 4.3 in Appendix B. Each task is analyzed in term of the goal, input, activity, setting, learner role, and teacher role. The results of the second questionnaire are also supported by the interviews and the observation field notes. Below are the analyses of the revisions in each task.

a) Task 1

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.26: The Mean and Category of Task 1 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.03	Good
Input	36	4.19	Good
Activity	36	4.22	Very Good
Setting	36	4.19	Good
Learner role	36	4.33	Very good
Teacher role	36	4.14	Good

Based on Table 4.26 the mean value (\bar{x}) of the goal was 4.03. According to *Quantitative Data Conversion* proposed by Suharto (2006), it is categorized into 'good'. It means that most of the students agree that goal of task 1 is achieved well. Task 1 is to elicit the students about the topic. A picture of a website is well presented to introduce the topic. Two comprehension questions are designed to support the picture in introducing the topic. The interview was held to gain the students' comments on task 1.

.....
 T : *Gambar apa ini?* (What is it?)
 S : *Website miss.* (It is a website Miss)
 T : *Apakah dengan melihat gambar ini kalian bisa tahu apa yang mau dibahas?* (Did you know what we would discuss after looking at the picture?)
 S : *Ini tentang websitelah Miss.* (It was about websites.)
 T : *Bagus.* (Good.)
 (Appendix D/ Interview Transcript/ Unit 2)

Besides the interview transcript, the field note is also used to support the data.

.....
 After distributing the materials, she asked the students to look at task 1 directly. Then, she asked the students to guess what they will learn. Some students could guess it well. 'Websites Miss' they answered. Other students answered 'it is about instruction Miss'.
 (Appendix D/ Field Notes/ Unit 2)

Based on Table 4.26 the mean value (\bar{x}) of the input was 4.19. It means that $3.40 < (\bar{x}) < 4.19$, so the input is categorized into 'good'. Some students agree that the

picture was relevant to their study program. It can be seen in following interview transcripts.

-
- T : *Terus gambarnya sudah sesuai jurusan belum?* (How was the picture? Was it relevant to your study?)
- S : *Yes, relevant Miss. Kita kan juga belajar tentang website.* (Yes, it was. We also learned about website.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.26 the mean value (\bar{x}) of the activity was 4.22. It means that $4.20 < (\bar{x}) < 5.00$ and it is categorized into 'very good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya piye? Menarik tho?* (How was the activity? It was interesting, wasn't it?)
- S : *Menarik Miss.* (Yes, it was interesting.)
- T : *Instruksinya bagaimana?* (How was the instruction?)
- S : *Bisa dimengerti kok Miss.* (It was understandable Miss.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.26 the mean value (\bar{x}) of the setting was 4.19 and it is categorized into 'good'. This task was discussed orally. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Tadi kan task 1 dibahas secara bersama-sama tho? Itu bagus apa tidak?* (Task 1 was discussed together, wasn't it? Was it good or not?)
- S : *Bagus Miss, jadi bisa diskusi bersama di kelas, kita bisa nebak-nebak apa yang mau dibahas.* (It was good Miss, we could discuss it in class so we could guess what we would

learn.)

(Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.26 the mean value (\bar{x}) of the learner role was 4.33. It is categorized into ‘very good’. The mean value (\bar{x}) of the teacher role was 4.14 and it is categorized into ‘good’. The students actively participate in answering the comprehension questions. It can be seen in following interview transcripts.

.....

T : *Tadi aktif menjawab pertanyaannya tidak hayo?* (Did you answer the questions?)

S : *Iya dong Miss.* (Yes, I did.)

(Appendix B/ Interview Transcript/ Unit 2)

.....

b) Task 2

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.27: The Mean and Category of Task 2 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.36	Very Good
Input	36	4.11	Good
Activity	36	4.22	Very good
Setting	36	4.11	Good
Learner role	36	4.17	Good
Teacher role	36	4.08	Good

Based on Table 4.27 the mean value (\bar{x}) of the goal was 4.36. It is categorized into ‘very good’. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 2 is vocabulary task that facilitates the students in vocabulary mastery. It can be seen in following interview transcripts.

.....
 T : *Bagaimana ni dengan vocabulary tasknya?* (How was the vocabulary task?)

S : *Asik Miss, bisa nambah kosakatanya.* (It was good, it improved the vocabulary.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.27 the mean value (\bar{x}) of the input was 4.11. The input is categorized into 'good'. Some students agree that the vocabulary is relevant to their study program. The data is also supported by the interview.

.....
 T : *Vocabnya piye? Relevant tidak?* (How was the vocabulary? Is it relevant?)

S : *Iya Miss.* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.27 the mean value (\bar{x}) of the activity was 4.22. It is categorized into 'very good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable, however needs a modification. It can be seen in following interview transcripts.

.....
 T : *Vocabulary tasknya gimana? Menarik tidak?* (How was the vocabulary task? Was it interesting?)

S : *Iya miss, ini menarik. Ini berbeda dengan vocabulary task sebelumnya.* (Yes, it was interesting. It was different from the previous vocabulary task.)

T : *Instruksinya jelas tidak?* (Was the instruction clear?)

S : *Mmm...mungkin Miss metta harus memperjelas instruksinya, ini dikerjakan secara individu atau tidak.* (Mmm...perhaps you ought to make it clearer, it was for individual work or not.)

T : *Ok.* (Ok.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.27 the mean value (\bar{x}) of the setting was 4.11 and it is categorized into 'good'. The setting of the task is unclear. The students are confused in doing task 2. It can be seen in following interview transcripts.

-
- T : *Tadi tasknya dikerjakan secara individu?* (Did you finish the task individually?)
- S : *Nah itu Miss, ini tuh mbingungi. Tidak ada penjelasan bagaimana mengerjakan tasknya di instruksinya itu loh.* (That is the point, it was confusing Miss. There was no explanation about how to do the task in the instruction Miss.)
- T : *Ok, nanti saya edit.* (Ok, I will revise it.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Besides the interview transcript, the field note is also used to support the data.

.....

Then, she asked the students to match the words with the meanings. They did the task individually.
(Appendix D/ Field Notes/ Unit 2)

.....

Based on Table 4.27 the mean values (\bar{x}) of the learner role and teacher role are categorized into 'good'. The mean values were 4.17 for the learner role and 4.08 for the teacher role. The results of the second questionnaire are supported by the interview transcripts.

-
- T : *Tadi kamu repeat wordsnya tidak hayo?* (Did you repeat the words?)
- S : *Iya dong Miss.* (Yes, of course.)
- T : *Bagus.* (Good)
(Appendix D/ Interview Transcript/ Unit 2)
-

Besides the interview transcript, the field note is also used to support the data.

.....
 She continued to task 2. She read the words loudly and asked the students to repeat after her.

(Appendix D/ Field Notes/ Unit 2)

c) Task 3

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.28: The Mean and Category of Task 3 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.11	Good
Input	36	4.25	Very Good
Activity	36	4.11	Good
Setting	36	4.36	Very good
Learner role	36	4.17	Good
Teacher role	36	4.28	Very good

Based on Table 4.28 the mean value (\bar{x}) of the goal was 4.11. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 3 is listening task that facilitates the students in understanding the monolog. It can be seen from the interview transcripts.

.....
 T : *Piye ni task 3 nya?* (How was task 3?)

S : *Bagus Miss, saya bisa praktek listening. Lagian textnya ki gak susah-susah banget.* (It was good. I could practice my listening skill. Moreover, the text was not too difficult.)

(Appendix D/ Interview Transcript/ Unit 2)

Based on Table 4.28 the mean value (\bar{x}) of the input was 4.25. The input is categorized into 'very good'. Some students agree that the monolog is relevant to their study program. However, the illustration picture is needed to help the students understand the monolog. The data is also supported by the interview.

-
- T : *Monolognya relevant dengan jurusan tidak?* (Was the monolog relevant to the study program?)
- S : *Iya Miss. Relevant kok. Tapi harusnya Miss Metta nambahi gambar di textnya itu lho Miss.* (Yes, it was relevant. However, Miss Metta should add a picture in the text.)
- T : *Ok.* (Ok)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.28 the mean value (\bar{x}) of the activity was 4.11. It is categorized into 'good'. According to the students' opinion, the activity is quite interesting. The instruction is also understandable although need a modification. It can be seen in following interview transcripts.

-
- T : *Task 3 menarik tidak?* (Was task 3 interesting?)
- S : *Menarik kok miss. Tapi pertanyaannya mbok diganti pilihan abcd aja.* (It was interesting.)
- T : *Terus instruksinya piye?* (How was the instruction?)
- S : *Mudeng miss, tapi classmatesnya mbok diganti in pairs gitu aja miss.* (I understood the instruction, but it used 'classmates', didn't it? That was confusing miss, how if you change it into 'in pairs'?)
- T : *Ok.*
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.28 the mean value (\bar{x}) of the setting was 4.36. It is categorized into 'very good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

.....
 T : *Tasknya dikerjakan secara individu atau dengan partnernmu?*(How did you do the task?)
 S : *Sama teman miss.* (In pairs Miss)
 (Appendix D/ Interview Transcript/ Unit 2)

The learner role is categorized into 'good' with the mean value (\bar{x}) of 4.17. The teacher role is categorized into 'very good' with the mean value (\bar{x}) of 4.28. The results of the second questionnaire are supported by the interview transcripts.

.....
 T : *Peran siswa dan gurunya gimana ini menurut kalian?* (How were the roles of the students and the teacher?)
 S : *Aktif semua Miss, bagus.* (They participated actively.)
 (Appendix D/ Interview Transcript/ Unit 2)

d) Task 4

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.29: The Mean and Category of Task 4 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.22	Very good
Input	36	4.19	Good
Activity	36	4.17	Good
Setting	36	4.08	Good
Learner role	36	4.25	Very good
Teacher role	36	4.17	Good

Based on Table 4.29 the mean value (\bar{x}) of the goal was 4.22. It is categorized into 'very good'. It means that task 4 can facilitate the students in practicing their speaking skill. Most of the students agree that the goal of this task is achieved well. The statement is supported by the interview after the try-out.

-
- T : *Apa yang kalian dapat dari task 4?*(What did you get from task 4?)
- S : *Bisa belajar berbicara menggunakan pronunciation dan intonasi yang benar Miss.*(I could learn how to use proper pronunciation and intonation.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.29 the mean value (\bar{x}) of the input was 4.19. It is categorized into 'good'. Most of the students agree that the input is authentic. However, an illustration picture should be added in the dialog. It can be seen in the interview transcripts below.

-
- T : *Textnya bagaimana? Relevant atau tidak?*(How was the text? Was it relevant?)
- S : *Iya Miss, sudah tentang giving instruction of websites gitu.*(Yes, it was. It was about expression of giving instruction of a website.)
- T : *Oke, bagus. Apa lagi?* (Ok, good. What else?)
- S : *Tidak ada gambarnya, mbok dikasih Miss.* (Mmm...there is no any pictures Miss, you should add a picture.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.29 the mean value (\bar{x}) of the activity was 4.17. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. However, the instruction should be modified. The word

‘classmates’ is changed into ‘partners’ or ‘pairs’. It can be seen in following interview transcripts.

-
- T : *Activitynya piye? Menarik tidak?*(How was the activity? Was it interesting?)
- S : *Iya Miss, kita harus membaca keras, jadi tahu nek ada kesalahan.*(Yes, it was. We ought to read the dialog loudly so we would realize if we did a mistake.)
- T : *Instruksinya gimana?*(How was the instruction?)
- S : *Classmatesnya itu mbingungi miss, jadi bingung maksudnya, mbok diganti partner atau pairs gitu miss.* (The word ‘classmates’ is confusing Miss, it should be changed into ‘partners’ or ‘pairs’.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.29 the mean value (\bar{x}) of the setting was 4.08. It is categorized into ‘good’. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in the following interview transcripts.

-
- T : *Oke, kalau begitu tadi bisa mengerjakan ya? Tadi kerjaannya dibandingkan dengan teman tidak?* (Ok. So you could finish the task, couldn’t you? Did you compare your task to your friends?)
- S : *Iya miss, tadi kerjaanku ditukarkan ke teman lain miss, jjadi aku nyocokin punya yang lain, terus punyaku dicocokin temenku gitu.* (Yes, I did. My work was compared to the other, so I checked my friend’s work and vice versa.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

The learner role is categorized into ‘very good’ with the mean value (\bar{x}) of 4.25. The teacher role is categorized into ‘good’ with the mean value (\bar{x}) of 4.17. The results of the second questionnaire are supported by the interview transcripts.

-
- T : *Terus tadi guru sama siswa aktif gak?* (Did the teacher and the

- students participate actively?)
- S : *Aktif siswanya miss, lha wong siswanya suruh praktek baca, kalau gurunya kan ngecek cara bacanya.* (Yes, they did. The students ought to read aloud, and the teacher checked the pronunciations.)
(Appendix D/ Interview Transcript/ Unit 2)
-

e) Task 5

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.30: The Mean and Category of Task 5 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.14	Good
Activity	36	4.19	Good
Setting	36	4.14	Good
Learner role	36	4.03	Good
Teacher role	36	4.11	Good

Based on Table 4.30 the mean value (\bar{x}) of the goal was 4.14. It is categorized into 'good'. It means that task 5 can facilitate the students in improving the vocabulary. Most of the students agree that the goal of this task is achieved well. It can be seen in following interview transcripts.

-
- T : *Apa kosakatanya nambah setelah ngerjain ini?*(Did the vocabulary improve after did the task?)
- S : *Iya dong Miss. Vocabnya jadi nambah gitu.* (Yes, it did. The vocabulary improved.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.30 the mean value (\bar{x}) of the input was 4.14. Input of task 5 is categorized into 'good'. Most of the students agree that the input is relevant to the study program. It can be seen in following interview transcripts.

-
- T : *Vocabnya relevant tidak?* (Was the vocabulary relevant to the study program?)
- S : *Iya Miss.* (Yes, it was.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.30 the mean value (\bar{x}) of the activity was 4.19. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also clear and understandable. It can be seen in following interview transcripts.

-
- T : *Instruksinya dapat dimengerti tidak?* (Was the instruction understandable?)
- S : *Ya. Instruksinya mudah dimengerti kok miss.* (Yes, it was. The instruction was understandable.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.30 the mean value (\bar{x}) of the setting was 4.14 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts that are conducted after the implementation.

-
- T : *Tadi nyari artinya lewat dictionary tidak?* (Did you use the dictionary?)
- S : *Tidak juga sih miss, beberapa bisa ditebak sendiri.* (Not at all Miss, I guessed the meaning of some words.)
- T : *Tadi dikerjakan secara individu tho?* (You did the task

individually, didn't you?)
 S : *Iya dong Miss.* (Yes, I did.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.30 the mean values (\bar{x}) were 4.03 for the learner role and 4.11 for the teacher role. They are categorized into 'good'. The students and the teacher participate in this task actively. It can be seen in following interview transcripts.

.....
 T : *Kalian repeat me gak tadi?* (Did you repeat the words after me?)
 S : *Iya kok miss.* (Yes, I did.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Besides the interview transcript, the field note is also used to support the data.

.....
 She checked the students' pronunciation. Then she acted as the model; she read the vocabulary loudly and asked the students to repeat after her. They did it well.
 (Appendix D/ Field Notes/ Unit 2)

.....

f) Task 6

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.31: The Mean and Category of Task 6 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.14	Good
Activity	36	4.08	Good
Setting	36	4.14	Good
Learner role	36	4.03	Good
Teacher role	36	4.27	Very good

Based on Table 4.31 the mean value (\bar{x}) of the goal was 4.19 and it is categorized into 'good'. It means that task 6 can facilitate the students in understanding the expressions of giving instructions and responding to instructions.

The goal is achieved well; it can be seen from the interview transcripts below.

-
- T : *Apa yang didapat ni setelah mengerjakan task 6 ini?* (What did you get from doing task 6?)
- S : *Ya ekspresi giving instructions and responding to instructions miss jadi tau gitu tentang itu semua.* (I learned about xpressions of giving instructions and responding to instructions.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.31 the mean value (\bar{x}) of the input was 4.14. It is categorized into 'good'. Most of the students agree that the input is relevant to the study program. It can be seen from the interview transcripts below.

-
- T : *Penjelasannya bagaimana?* (How was the explanation in task 6?)
- S : *Jelas kok miss.* (It was clear, Miss.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.31 the mean value (\bar{x}) of the activity was 4.08. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. It can be seen from the interview transcripts below.

-
- T : *Terus menarik gak?* (Was it interesting?)
- S : *Menarik Miss, kita harus pintar mencari expresi-*

ekspresinya.(Yes, it was. We ought to find the expressions.)
(Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.31 the mean value (\bar{x}) of the setting was 4.14 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. The instruction is also clear and understandable. It can be seen in following interview transcripts.

.....

T : *Terus nyari contoh ekspresinya tadi sendiri atau tidak?*(How did you find the expressions?)
S : *Sendiri miss.* (Individually Miss.)
T : *Bagus.* (Good.)
S : *Instruksi di task 6 ini jelas gak?* (How was the instruction in task 6?)
T : *Jelas Miss.* (It was clear, Miss.)
(Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.31 the mean values (\bar{x}) were 4.03 for the learner role and 4.27 for the teacher role. The learner role is categorized into 'good' and the teacher role is categorized into 'very good'. The students and the teacher participate in this task actively. It can be seen in following interview transcripts.

.....

T : *Tadi kalian ikut nyari contoh ekspresinya tidak?* (Did you participate in finding the expressions?)
S : *Iya Miss.*(Yes, I did.)
T : *Gurunya?* (What was the teacher doing?)
S : *Menjelaskan di depan kelas kan.* (She explained it in the front of the class.)
(Appendix D/ Interview Transcript/ Unit 2)

.....

Besides the interview transcript, the field note is also used to support the data.

.....
 The students mentioned the expressions that they found orally. Then, she explained the expressions. At last, they asked the students to ask if they found any difficulties....

(Appendix D/ Field Notes/ Unit 2)

.....

g) Task 7

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.32: The Mean and Category of Task 7 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.08	Good
Activity	36	4.14	Good
Setting	36	4.25	Very good
Learner role	36	4.19	Good
Teacher role	36	4.25	Very good

Based on Table 4.32 the mean value (\bar{x}) of the goal was 4.19. It is categorized into 'good'. It means that task 7 can facilitate the students in applying the expressions of giving instructions and responding to instructions. The goal is achieved well; it can be seen from the interview transcripts below.

.....
 T : *Tadi kalian mengerjakan task 7 ini tidak?*(Did you do task 7?)
 S : *Iya Miss.*(Yes, I did.)
 T : *Jadi kalian bisa mengaplikasikan ekspresinya dalam task ini ya?* (So, you could how to apply the expressions through this task, couldn't you?)
 S : *Iya miss.* (Yes, I could.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Besides the interview transcript, the field note is also used to support the data.

.....
 They felt enthusiastic in doing the task because they could apply the expressions. She asked them to ask if they didn't understand.
 (Appendix D/ Field Notes/ Unit 2)

Based on Table 4.32 the mean value (\bar{x}) of the input was 4.08. It is categorized into 'good'. Most of the students agree that the input is relevant to the study program. It can be seen in following interview transcripts.

.....
 T : *Penjelasannya jelas apa tidak?* (Was the explanation clear?)
 S : *Iya kok Miss.* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 2)

Based on Table 4.32 the mean value (\bar{x}) of the activity was 4.14. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also clear and understandable. It can be seen in following interview transcripts.

.....
 T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik miss.* (It was interesting.)
 T : *Instruksinya jelas apa tidak?* (Was the instruction clear?)
 S : *Jelas dan simple miss.* (It was clear and simple.)
 (Appendix D/ Interview Transcript/ Unit 2)

Based on Table 4.32 the mean value (\bar{x}) of the setting was 4.25. It is categorized into 'very good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

.....
 T : *Task 7nya dikerjakan sendiri kan tadi?* (You did task 7 individually, didn't you?)
 S : *Iya Miss.* (Yes, I did.)
 (Appendix D/ Interview Transcript/ Unit 2)

Besides the interview transcript, the field note is also used to support the data.

.....
 She moved to the next task. She asked the students to do the task. The students did the task in pairs.
 (Appendix D/ Field Notes/ Unit 2)

Based on Table 4.32 the mean values (\bar{x}) were 4.19 for the learner role and 4.25 for the teacher role. The learner role is categorized into 'good' and the teacher role is categorized into 'very good'. The students and the teacher participate in this task actively. The results of the second questionnaire are supported with the interview transcripts.

.....
 T : *Peranmu gimana?* (How was your role?)
 S : *Ya mengerjakan tasknya.* (I did the task.)
 T : *Terus gurunya ngapain?* (Good. What was the teacher doing?)
 S : *Mengecek pekerjaan siswa.* (She was checking the students' work.)
 (Appendix D/ Interview Transcript/ Unit 2)

h) Task 8

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.33: The Mean and Category of Task 8 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.19	Good

Aspects	N	Mean	Category
Input	36	4.33	Very good
Activity	36	4.17	Good
Setting	36	4.11	Good
Learner role	36	4.22	Very good
Teacher role	36	4.33	Very good

Based on Table 4.33 the mean value (\bar{x}) of the goal was 4.19. It is categorized into ‘good’. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 8 is vocabulary task that facilitates the students in vocabulary mastery. It can be seen from the interview transcripts below.

.....
T : *Kosakatanya nambah gak?* (Was the vocabulary improved?)
S : *Nambah miss.* (Yes, it was.)
(Appendix D/ Interview Transcript/ Unit 2)
.....

Based on Table 4.33 the mean value (\bar{x}) of the input was 4. The input is categorized into ‘good’. Some students agree that the vocabulary is relevant to their study program. It can be seen from the interview transcripts.

.....
T : *Vocabnya sesuai jurusan apa tidak?* (Was the vocabulary relevant to your study program?)
S : *Iya miss.* (Yes, it was relevant Miss.)
(Appendix D/ Interview Transcript/ Unit 2)
.....

Based on Table 4.33 the mean value (\bar{x}) of the activity was 4.14. It is categorized into ‘good’. According to the students’ opinion, this task is quite interesting. The instruction is also understandable. It can be seen in following interview transcripts.

.....
 T : *Activitynya gimana?* (How was the activity?)
 S : *Bagus kok miss.* (It was good.)
 T : *Instruksinya jelas?* (Was the instruction clear?)
 S : *Iya Miss.* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 2)

Based on Table 4.33 the mean value (\bar{x}) of the setting was 4.11 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

.....
 T : *Terus, setuju gak task ini dikerjakan secara individu?* (Did you agree that this task is done individually?)
 S : *Setuju miss..* (Yes, I did.)
 (Appendix D/ Interview Transcript/ Unit 2)

Besides the interview transcript, the field note is also used to support the data.

.....
 After that, she asked the students to find the meanings of the words in the dictionary. They did it individually.
 (Appendix D/ Field Notes/ Unit 2)

Based on Table 4.33 the mean values (\bar{x}) were 4.19 for the learner role and 4.17 for the teacher role. They are categorized into 'good'. It can be seen from the interview transcripts.

.....
 T : *Kamu tadi bisa berpartisipasi aktif gak?* (Did you participate actively?)
 S : *Iya dong miss. Saya repeat Miss metta.* (Yes, I did. I repeated Miss Metta.)
 (Appendix D/ Interview Transcript/ Unit 2)

Besides the interview transcript, the field note is also used to support the data.

.....
 Then, she moved to task 8. She read the vocabulary loudly and asked the students to repeat after her...
 (Appendix D/ Field Notes/ Unit 2)

i) Task 9

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.34: The Mean and Category of Task 9 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.25	Very good
Activity	36	4.17	Good
Setting	36	4.22	Very good
Learner role	36	4.25	Very good
Teacher role	36	4.17	Good

Based on Table 4.34 the mean value (\bar{x}) of the goal was 4.08. It is categorized into 'good'. It means that task 9 can facilitate the students in checking their understanding of the text. The goal is achieved well; it can be seen from the interview transcripts below.

.....
 T : *Kalian paham textnya apa tidak jal?* (Could you comprehend the text?)
 S : *Paham kok Miss.* (Yes, I could.)
 (Appendix D/ Interview Transcript/ Unit 2)

Based on Table 4.34 the mean value (\bar{x}) of the input was 4.06. It is categorized into 'very good'. Most of the students agree that the input is relevant to

the study program. However, an illustration picture is needed. It can be seen from the interview transcripts below.

-
- T : *Textnya sudah sesuai dengan jurusan apa belum?* (Has the text relevant to the study program?)
- S : *Sudah kok Miss.* (Yes, it has.)
- T : *Ada yang lain?* (Anything else?)
- S : *Textnya mbok ditambahi gambar ya miss.* (A picture should be added in the text.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.34 the mean value (\bar{x}) of the activity was 4.17. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik kok miss.* (It was interesting.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Jelas Miss.* (It was understandable.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.34 the mean value (\bar{x}) of the setting was 4.06. It is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Bagaimana tadi bacanya?* (How did you read?)
- S : *Sendiri miss, soalnya saya harus benar-benar memahami textnya.* (Alone Miss, because I ought to really comprehend the text.)
- T : *Bagus.* (Good.)
- (Appendix D/ Interview Transcript/ Unit 2)

.....

Besides the interview transcript, the field note is also used to support the data.

.....

She asked the students to read the text. The students then read the text. They were silent when reading the text. They read the text individually. They tried to understand the text. Then, the researcher asked them to answer the questions individually.

(Appendix D/ Field Notes/ Unit 2)

.....

Based on Table 4.34 the mean values (\bar{x}) were 4.19 for the learner role and 4.14 for the teacher role. They are categorized into 'good'. The students and the teacher participate in this task actively. It can be seen from the interview transcripts.

.....

T : *Tadi kamu jawab pertanyaannya tidak?* (Did you answer the questions?)

S : Iya dong miss. (Yes, I did.)

T : Bagus. Gurunya ngecek kan? (Good. How did the teacher?)

S : Iya. Ngecek pemahaman siswa. (She checked the students' understanding.)

(Appendix D/ Interview Transcript/ Unit 2)

.....

j) Task 10

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.35: The Mean and Category of Task 10 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.06	Good
Input	36	4.14	Good
Activity	36	4.17	Good
Setting	36	4.22	Very good
Learner role	36	4.25	Very good
Teacher role	36	4.22	Very good

Based on Table 4.35 the mean value (\bar{x}) of the goal was 4.06. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 10 is task that helps the students in comprehending the text. It can be seen from the interview transcripts.

-
- T : *Task 10 membantu kalian dalam memahami text tidak?* (Did task 10 help you in understanding the text?)
 S : *Iya dong miss.* (Yes, it did.)
 T : *Bagus.* (Good.)
 (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.35 the mean value (\bar{x}) of the input was 4.14. The input is categorized into 'good'. The statements in this task are relevant and understandable. It can be seen from the interview transcripts.

-
- T : *Bagaimana pernyataan-pernyataan di task 10 ini?* (How were the statements in task 10?)
 S : *Mudah dipahami Miss.* (They were understandable Miss.)
 (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.35 the mean value (\bar{x}) of the activity was 4.17. It is categorized into 'good'. According to the students' opinion, this task is interesting for them. The instruction is also understandable. It can be seen from the interview transcripts.

-
- T : *Activitynya menantang tidak?* (Was the activity challenging?)
 S : *Iya Miss.* (Yes, it was.)
 T : *Great. Apalagi? Instruksinya bisa dipahami?* (Anything else?)

- Was the instruction understandable?)
 S : *Bisa kok Miss* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.35 the mean value (\bar{x}) of the setting was 4.22 and it is categorized into 'very good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Tadi dikerjakan secara individu atau in pairs?*(How did you do the task? Individual or in pairs?)
 S : *Saya manut instruksi dong miss, jadi berdua dong.* (I followed the instruction Miss, so I finished it in pairs.)
 (Appendix D/ Interview Transcript/ Unit 2)
-

Besides the interview transcript, the field note is also used to support the data.

-
- She asked the students to decide whether the statement true or false. They did the task with their partners. They reread the text to get the right answer....
 (Appendix D/ Field Notes/ Unit 2)
-

Based on Table 4.35 the mean value (\bar{x}) of the learner role and teacher role are categorized into 'very good'. The mean values were 4.25 for the learner role and 4.22 for the teacher role. It can be seen in following interview transcripts.

-
- T : *Tadi pekerjaanmu dicek kan?*(Did your work being checked?)
 S : *Iya miss. Miss Metta ngecek satu per satu je.* (Yes, it did. Miss Metta checked it one by one.)
 (Appendix D/ Interview Transcript/ Unit 2)
-

k) Task 11

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.36: The Mean and Category of Task 11 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.19	Good
Activity	36	4.19	Good
Setting	36	4.11	Good
Learner role	36	4.19	Good
Teacher role	36	4.25	Very good

Based on Table 4.36 the mean value (\bar{x}) of the goal was 4.14. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 11 facilitates the students in understanding a procedural text. It can be seen in following interview transcripts.

.....

T : *Task 11 tentang apa?* (What was task 11 about?)
 S : *Tentang text prosedur tho Miss.* (It was about procedural text.)
 T : *Iya po?* (Really?)
 S : *Iya miss.* (Yes, it was.)
 T : *Bagus.* (Good.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.36 the mean value (\bar{x}) of the input is 4.19. The input was categorized into 'good'. The text is relevant to the study program. It can be seen from the interview transcripts.

.....

T : *Textnya sesuai jurusan tidak ini?* (Was the text relevant to the study program?)

S : *Sesuai kok miss.* (Yes, it was.)
(Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.36 the mean value (\bar{x}) of the activity was 4.19. It is categorized into 'good'. According to the students' opinion, this task helps them in understanding a procedural text. Besides that, the vocabulary helps them in understanding the text. The instruction is simple and understandable. It can be seen in following interview transcripts.

.....

T : *Activitynya piye?* (How was the activity?)
S : *Mencari meaning kan? Bagus miss, gak usah sulit-sulit gitu.*
(It was about finding the meaning, wasn't it? It was good and not too difficult.)
T : *Vocabnya membantu tidak?* (Did the vocabulary help you?)
S : *Iya miss, jadi benar-benar tahu maksud textnya.* (Yes, it did. I really knew the text.)
T : *Instruksinya?* (How was the instruction?)
S : *Mudah dipahami.* (It was understandable.)
(Appendix D/ Interview Transcript/ Unit 1)

.....

Based on Table 4.36 the mean value (\bar{x}) of the setting was 4.11 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

.....

T : *Jadi setuju ni kalau dikerjakan secara individu?* (So, did you agree that it was done individually?)
S : *Setuju miss.* (Yes, I did.)
(Appendix D/ Interview Transcript/ Unit 2)

.....

Besides the interview transcript, the field note is also used to support the data.

.....
 They read the text silently. They tried to understand the text individually.
 Then, she asked the students to find the meanings of the words based on the
 text. They found the meanings individually.
 (Appendix D/ Field Notes/ Unit 2)

Based on Table 4.36 the mean values (\bar{x}) were 4.19 for the learner role and
 4.25 for the teacher role. The learner role is categorized into ‘good’ and the teacher
 role is categorized into ‘very good’. It can be seen from the interview transcripts.

.....
 T : *Tadi dicek gak sama gurunya?* (Was your work being
 checked?)
 S : *Iya dong miss.* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 2)

1) Task 12

The results of the questionnaire of evaluation in the form of descriptive
 statistics data can be seen in the following table.

Table 4.37: The Mean and Category of Task 12 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.22	Very good
Activity	36	4.08	Good
Setting	36	4.19	Good
Learner role	36	4.22	Very good
Teacher role	36	4.31	Very good

Based on Table 4.37 the mean value (\bar{x}) of the goal was 4.14. It is categorized
 into ‘good’. It means that the goal of this task is effective; most of the students agree

that the goal is achieved. Task 12 facilitates the students in comprehending the text. It can be seen from the interview transcripts.

-
- T : *Task 12 membantu memahami textnya tidak?* (Did task 12 help you in understanding the text?)
- S : *Iya miss.* (Yes, it did.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.37 the mean value (\bar{x}) of the input was 4.22. The input is categorized into 'very good'. Some students agree that the questions are not too difficult and based on the text. It can be seen from the interview transcripts.

-
- T : *Bisa menemukan semua main ideanya?* (Were the questions difficult?)
- S : *Iya tentunya.* (Yes, of course.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.37 the mean value (\bar{x}) of the activity was 4.08. It is categorized into 'good'. According to the students' opinion, this task is quite interesting. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Bagus gak activitynya?* (Was the activity good?)
- S : *Bagus.* (Yes, it was.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Sudah jelas sekali.* (It was clear.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.37 the mean value (\bar{x}) of the setting was 4.19 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Tadi menyelesaikan tasknya sendiri atau dengan teman?* (You did the task alone, didn't you?)
- S : *With my friends ki miss.* (I did it with my friends.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She asked them to reread the text. They could find the main idea of each paragraph well. They worked with their partners...
(Appendix D/ Field Notes/ Unit 2)

.....

Based on Table 4.37 the mean values (\bar{x}) were 4.22 for the learner role and 4.31 for the teacher role. They are categorized into 'very good'. It can be seen from the interview transcripts.

-
- T : *Kamu berhasil gak menemukan main ideanya?*(Could you find the main idea?)
- S : *Iya miss.* (Yes, I could.)
(Appendix D/ Interview Transcript/ Unit 2)
-

m) Task 13

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.38: The Mean and Category of Task 13 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.19	Good

Aspects	N	Mean	Category
Input	36	4.22	Very good
Activity	36	4.19	Good
Setting	36	4.17	Good
Learner role	36	4.19	Good
Teacher role	36	4.03	Good

Based on Table 4.38 the mean value (\bar{x}) of the goal was 4.19. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 13 is explanations about procedural text. This task is designed to help the students understand a procedural text. It can be seen from the interview transcripts.

-
- T : *Penjelasannya membantu kalian memahami prosedur text gak?*(Did the explanations help you in understanding the procedural text?)
- S : *Yes Miss.* (Yes, it did.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.38 the mean value (\bar{x}) of the input was 4.22. The input is categorized into 'very good'. The explanations are understandable. Besides that, the examples are from the text in the previous section. It can be seen from the interview transcripts.

-
- T : *Penjelasannya enak dipahami gak?* (Were the explanations understandable?)
- S : *Iya miss, masalahnya banyak contohnya sih miss.* (Yes, they were, because there were many examples.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.38 the mean value (\bar{x}) of the activity was 4.19. It is categorized into 'good'. According to the students' opinion, this task is quite interesting. The instruction is clear. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Ya sudah cukup bagus Miss.* (It was good enough.)
 T : *Instruksinya?* (How was the instruction?)
 S : *Jelas.* (It was clear.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.38 the mean value (\bar{x}) of the setting was 4.17 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Memahami penjelasannya sendiri kan?* (You learned the explanations by yourself, didn't it?)
 S : *Memahaminya ya sendirilah miss.* (Yes, I did. I learned the explanations alone Miss.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.38 the mean values (\bar{x}) were 4.19 for the learner role and 4.03 for the teacher role. They are categorized into 'good'. It can be seen from the interview transcripts.

-
- T : *Kamu tadi bisa berpartisipasi aktif gak?* (Did you participate actively?)
 S : *Iya dong miss. Mencari contoh instruksi je.* (Yes, I did. I ought to find the example of an instruction.)
 T : *Lha terus dijelaskan gitu sama gurunya?* (Did the teacher explain that?)
 S : *Iya Miss.* (Yes, she did.)

(Appendix D/ Interview Transcript/ Unit 2)

.....
 Besides the interview transcript, the field note is also used to support the data.

.....
 In task 13, she asked them to mention the structure of a procedural text from the previous text. Then, she explained the general structure of a procedural text....

(Appendix D/ Field Notes/ Unit 2)

n) Task 14

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.39: The Mean and Category of Task 14 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.08	Good
Activity	36	4.11	Good
Setting	36	4.19	Good
Learner role	36	4.25	Very good
Teacher role	36	4.22	Very good

Based on Table 4.39 the mean value (\bar{x}) of the goal was 4.19. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 14 is to facilitate the students in arranging the instructions. It can be seen from the interview transcripts.

.....
 T : *Jadi lebih mudeng prosedur text tho?* (You understood a procedural text, didnt you?)

S : *Iya miss.* (Yes, I did.)

(Appendix D/ Interview Transcript/ Unit 2)

Based on Table 4.39 the mean value (\bar{x}) of the input was 4.08. The input is categorized into 'good'. The instructions of a procedural text are relevant to the study program. It can be seen from the interview transcripts.

-
- T : *Instruksi dalam soal susah ra?*(Was the instruction difficult?)
 S : *Tidak terlalu susah kok Miss. Malahan, sudah sesuai topiknya. Bagus Miss.* (No, it wasn't. It was relevant to the topic. Great.)
 (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.39 the mean value (\bar{x}) of the activity was 4.11. It is categorized into 'good'. According to the students' opinion, this task is interesting. The instruction needs a modification. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik miss, menantang.* (It was interesting and challenging.)
 T : *Ok, instruksinya jelas gak?* (Well, how was the instruction?)
 S : *Kurang jelas, ini dikerjakan sendiri atau boleh dengan teman.*
 (It was not clear. It should be finished individually or with friends.)
 (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.39 the mean value (\bar{x}) of the setting was 4.19 and it is categorized into 'good'. This task is confusing in the term of setting. Most of the students don't know the setting of the task. It can be seen in following interview transcripts.

-
- T : *Tadi mengerjakannya sendiri atau dengan teman?*(How did you do the task?)
-

- S : *Bingung Miss, di instruksinya gak dijelaskan. Mbok in pairs aja Miss.* (I was confused Miss, the instruction was not clear, it was in pairs or not.)
- T : *Oke.* (Ok)
- (Appendix D/ Interview Transcript/ Unit 2)

.....

Besides the interview transcript, the field note is also used to support the data.

.....

They get confused in the term of setting. They asked the teacher to modify the instruction. The teacher then asked them to do the task in pairs....

(Appendix D/ Field Notes/ Unit 2)

.....

Based on Table 4.39 the mean values (\bar{x}) were 4.25 for the learner role and 4.22 for the teacher role. They are categorized into 'very good'. It can be seen from the interview transcripts.

-
- T : *Tadi dikerjakan semua tho?* (Did you finish all your works?)
- S : *Iya dong Miss..* (Yes, I did.)
- T : Good.
- (Appendix D/ Interview Transcript/ Unit 2)
-

o) Task 15

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.40: The Mean and Category of Task 15 in Unit 2

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.19	Good
Activity	36	4.14	Good
Setting	36	4.19	Good
Learner role	36	4.28	Very good
Teacher role	36	4.19	Good

Based on Table 4.40 the mean value (\bar{x}) of the goal was 4.14. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 15 facilitates the students in applying expressions of giving instructions. The results of the second questionnaire are supported by the interview transcripts.

-
- T : *Tadi bisa telling the instructions tho?* (You could apply the expression of telling instructions, couldn't you?)
- S : *Bisa kok Miss. Cuman grogi pas baca di depan kelas.* (Yes, I could but I was nervous.)
- T : *Umm...I see.* (I see.)
- (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.40 the mean value (\bar{x}) of the input was 4.19. The input is categorized into 'good'. Some students agree that the text is relevant to the topic. It can be seen from the interview transcripts.

-
- T : *Textnya menggunakan text di task 10 ya? Jadi sudah relevant kan?*(You used the text of task 10, didn't you? Was it relevant?)
- S : *Sudah Miss. Textnya sama kok.* (Yes, I did. It was relevant.)
- (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.40 the mean value (\bar{x}) of the activity was 4.14. It is categorized into 'good'. According to the students' opinion, this task is interesting. The instruction is also understandable. It can be seen in following interview transcripts.

.....

T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik kok miss.* (It was interesting.)
 T : *Instruksinya piye? Jelas apa tidak?* (How was the instruction?
 Was it clear or not?)
 S : *Jelas Miss.* (It was clear.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.40 the mean value (\bar{x}) of the setting was 4.19 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

.....

T : *Tadi instruksinya dibuat dan dibaca sendiri kan?*(Did your
 make the instruction?)
 S : *Tentu Miss.* (Yes, of course.)
 T : *Bagus.* (Good.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

Based on Table 4.40 the mean values (\bar{x}) were 4.28 for the learner role and 4.19 for the teacher role. The learner role is categorized into 'good' and the teacher role is categorized into 'very good'. It can be seen from the interview transcripts.

.....

T : *Tadi kamu baca di depan kelas kan?*(Did you read the
 instruction in front of the class?)
 S : *Iya Miss.* (Yes, I did.)
 T : *Dicek pronounciationnya tidak?* (Did the pronunciation being
 checked?)
 S : *Iya. Dicek Miss Metta.* (Yes, it did.)
 (Appendix D/ Interview Transcript/ Unit 2)

.....

p) Task 16

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.41: The Mean and Category of Task 16 in Unit 2

Aspects	N	Mean	Category
Goal	36	4	Good
Input	36	4.14	Good
Activity	36	4.17	Good
Setting	36	4.25	Very good
Learner role	36	4.08	Good
Teacher role	36	4.14	Good

Based on Table 4.41 the mean value (\bar{x}) of the goal was 4. It is categorized into ‘good’. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 16 facilitates the students in making a simple instruction. It can be seen from the interview transcripts.

-
- T : *Bisa meringkas textnya jadi simple tidak?* (Could you simplify the text?)
- S : *Iya dong Miss.* (Yes, I could.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.41 the mean value (\bar{x}) of the input was 4.14. The input is categorized into ‘good’. Some students agree that the task is relevant to their study program. It can be seen from the interview transcripts.

-
- T : *Textnya relevant kan?* (Was the text relevant to the study program?)
- S : *Iya sudah sesuai topiknya.* (Yes, it was.)
(Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.41 the mean value (\bar{x}) of the activity was 4.17. It is categorized into ‘good’. According to the students’ opinion, this task is interesting.

The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik miss.* (It was interesting.)
 T : *Instruksinya gimana?* (How was the instruction?)
 S : *Enak kok, tidak membingungkan.* (It was clear.)
 (Appendix D/ Interview Transcript/ Unit 2)
-

Based on Table 4.41 the mean value (\bar{x}) of the setting was 4.25 and it is categorized into 'very good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Setuju kalau tasknya dikerjakan secara individu tho?* (Did you agree that the task was for individual task?)
 S : *Setuju Miss.* (Yes, I did.)
 (Appendix D/ Interview Transcript/ Unit 2)
-

Besides the interview transcript, the field note is also used to support the data.

.....

They made the text become simpler, so they could understand the instructions easily. They did it individually.
 (Appendix D/ Field Notes/ Unit 2)

.....

Based on Table 4.41 the mean values (\bar{x}) were 4.08 for the learner role and 4.14 for the teacher role. They are categorized into 'good'. It can be seen from the interview transcripts.

-
- T : *Peranmu apa?* (what was your role?)
 S : *Yang mengerjakan tasknya Miss.* (I was doing the task.)
 T : *Gurunya?* (How was the teacher?)
 S : *Tadi membantu kalau ada yang tanya.* (She helped the

students.)
(Appendix D/ Interview Transcript/ Unit 2)

.....

Based on the interviews transcripts and the field notes, it can be concluded that most tasks are good and do not need revisions in terms of the goals, activities, input texts, settings, teachers' role and learners' role. The instructions are mostly simple and understandable. However, there are suggestions from the students. They are in term of the input and the activity.

The tasks that need revisions are Task 2, Task 3, Task 4, Task 9, and Task 14. Task 2 should be revised in the term of the instruction. Task 4 should be revised in the term of the input and the activity. Task 3 and Task 9 should be revised in term of the input. Task 14 should be revised in the term of the instruction. The evaluations can be seen in Table 4.42.

Table 4.42: The Evaluations of Unit 2

Task	Evaluation
Task 1	The task is good and does not need any revision.
Task 2	The task is good needs revision for the instruction.
Task 3	The task is good needs revision for the input.
Task 4	The task is good needs revision for the input and the activity.
Task 5	The task is good and does not need any revision.
Task 6	The task is good and does not need any revision.
Task 7	The task is good and does not need any revision.
Task 8	The task is good and does not need any revision.
Task 9	The task is good but needs revisions for the input.
Task 10	The task is good and does not need any revision.
Task 11	The task is good and does not need any revision.
Task 12	The task is good and does not need any revision.
Task 13	The task is good and does not need any revision.
Task 14	The task is good but needs revisions for the instruction.
Task 15	The task is good and does not need any revision.

Task	Evaluation
Task 16	The task is good and does not need any revision.

2) The Revision

The data obtained from the statistical data of the questionnaire results and the interview results are used to revise the materials. Below is the table of the revision of Unit 2.

Table 4.43: The Revision of Unit 2

No	Tasks	Evaluation	Revision	Purpose
1.	Task 2	Activity: The instruction is confusing.	Adding setting in the instructions.	To make the instruction understandable.
2.	Task 3	Input: There is no illustration picture in the monolog.	Adding an illustration picture in the monolog.	To attract the students' attention to the inputs. To help the students in understanding the monolog.
3.	Task 4	Input: There is no illustration picture in the dialog.	Adding an illustration picture in the dialog.	To attract the students' attention to the inputs. To help the students in understanding the dialog.
		Activity: The instruction is confusing.	Changing the word 'classmates' into 'partners'.	To make the instruction understandable.
4.	Task 9	Input: There is no illustration picture in the text.	Adding an illustration picture in the text.	To attract the students' attention to the inputs. To help the students in

No	Tasks	Evaluation	Revision	Purpose
				understanding the text.
5.	Task 14	Activity: The instruction is confusing.	Adding setting in the instructions.	To make the instruction understandable.

Based on Table 4.43, Task 2, Task 3, Task 4, Task 9 and Task 14 need some revisions in term of the input and the activity. There is no illustration picture in Task 3, Task 4, and Task 9. Adding an illustration pictures is needed to attract the students' attention to the inputs. Besides that, the students will be more interested in learning English through the materials.

The instructions of Task 2, Task 4 and Task 14 are also need a modification. The use of 'classmates' in the instructions is confusing. Therefore, the word 'classmates' is changed into 'partners' or 'in pairs'. It is important to add a setting in the instructions of Task 2 and Task 14. Those make the instructions become more understandable.

c. The try-out of Unit 3

The try-out of Unit 3 was done after consulting the materials to the first consultant and the expert as well as the second consultant. The try-out involved 36 Grade XI students of Multimedia department at SMKN 1 Godean. The second questionnaires of the evaluation were distributed after the try-out. The questionnaires were distributed to know the students' comments on Unit 3. The results of the questionnaire were used to revise the materials. Below are the evaluations and the revisions of unit 1.

1) The Evaluation

The evaluation of the try-out of Unit 3 can be summed up by looking at the task components namely goal, input, activity, setting, teacher role, and learner role. When the data of the mean value (\bar{x}) show that it is 'very good', good, or fair; the component of task is effective. The interview and the observation in the field notes were also used to support the questionnaires in gathering the data of evaluation. Here are the descriptive statistics of students to the try-out of unit 3.

Table 4.44: The Descriptive Statistics of Students' Responses on the Effectiveness of Unit 1

No.	Statement	N	Mean	Explanation
1.	The materials are in accordance with the learning objectives of the study program.	36	4.06	Good
2.	The materials are able to make the students understand the vocabulary related to Multimedia department and apply the grammar properly.	36	4.25	Very good
3.	Materials input in unit 1 are varied.	36	4.11	Good
4.	The materials input in all sections are interesting and understandable.	36	4	Good
5.	The topic in the materials encourages the students to learn English.	36	4.19	Good
6.	Activities in unit 1 are varied.	36	4.14	Good
7.	The tasks vary from guided to free production tasks.	36	4.19	Good
8.	The instructions of the task are clear.	36	4.25	Very good
9.	The layout of unit 1 is interesting.	36	4.06	Good
10.	The activities consist of individual and in pair tasks.	36	4.19	Good
11.	The activities make the students participate actively in the class.	36	4.22	Very good
12.	The activities acquire the teacher in checking the students' works.	36	4.25	Very good

Based on the data collected through the try-out questionnaire as a whole, Unit 3 is effective. It can be seen from the mean values (\bar{x}) in Table 4.44. According to Suharto (2006), the mean value (\bar{x}) of $4.20 < (\bar{x}) < 5.00$ is categorized into 'very good', and $3.40 < (\bar{x}) < 4.19$ is categorized into 'good'. It means that the students agreed with almost all the statements in the questionnaire. Besides gathering information through the questionnaire, the observations and the interviews were conducted to obtain detailed information about the materials.

a) Goal

Based on Table 4.44, the statements of goals are represented in number 1 and 2. The results of the mean values were 4.06 for the statement number 1, and 4.25 for statement number 2. According to *Quantitative Data Conversion* proposed by Suharto (2006), the statement number 1 is categorized into 'good' because $3.40 < (\bar{x}) < 4.19$ and the statement number 2 is categorized into 'very good' with $4.20 < (\bar{x}) < 5.00$. The students said that the topic of Unit 3 was relevant to their study program. The vocabulary was also relevant to their study program. It can be seen from the interview transcripts.

-
- T : *Keseluruhan unit 3 ini bagaimana? Sudah relevan dengan jurusan kalian apa belum?* (In general, was Unit 3 relevant to your study program?)
- S : *Sudah kok Miss.* (Yes, it was.)
- T : *Terus vocabnya piye? Sesuai apa tidak?* (Was the vocabulary relevant to the study program?)
- S : *Sangat sesuai, berhubungan dengan kamera dan photo si.* (Yes, it was. It also related to camera and photo.)
- T : *Bagus.* (Great.)

(Appendix D/ Interview Transcript/ Unit 3)

b) Input

In relation to input, the whole unit 3 is effective. The statements of input are represented in number 3, 4, and 5. The results of the mean values (\bar{x}) were 4.11 for the statements number 3; 4 for statement number 4; and 4.19 for statement number 5. The statement number 3, 4, and 5 are categorized into 'good'. The students said that the inputs were relevant to their study program. It can be seen from the interview transcripts.

-
- T : *Materinya bagaimana? Sesuai?* (How was the material? Was it relevant to the study program?)
- S : *Sudah, ini kan tanda-tanda peringatan koyok sing gon pameran itu ya.* (Yes, it was. It was a notice in a photo exhibition.)
- T : *Yes. Sudah pernah melihat?* (Yes, it was. Have you seen that before?)
- S : *Sudah pas kunjungan tugas sekolah itu ada kayak gini.* (Yes, I have. I saw that in schools' tour.)
- T : *Menarik gak materinya?* (Was it interesting?)
- S : *Menarik miss, gambarnya bagus.* (Yes, it was interesting.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

Then, she asked about the input of the tasks. The students said that the inputs were relevant to their study program.

(Appendix D/ Field Notes/ Unit 3)

.....

c) Activity

The statements of activity are represented in number 6, 7, and 8. The statement number 6 is categorized into 'good' with the mean values (\bar{x}) of 4.14, the statement number 7 is categorized into 'good' with the mean values (\bar{x}) of 4.19 and the statement number 8 is categorized into 'very good' with the mean values (\bar{x}) of 4.25. The students said that the activities were interesting. It can be seen in the following interview transcript.

-
- T : *Untuk aktivitasnya secara keseluruhan bagaimana?*(How were the activities in general?)
- S : *Asik Miss, jadi tahu maksud larangan-larangan itu.*(The activities were great, I became understand those notices.)
- T : *Instruksine piye? Mudah po sulit?* (How was the instruction? Was it easy or difficult?)
- S : *Mudah kok. Gak terlalu rumit sih.*(It was easy.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

After having the try-out, she asked them some questions about the materials. She asked them about the instructions the tasks. The students said that the instructions were understandable. However, some instructions needed a modification.

(Appendix D/ Field Notes/ Unit 3)

.....

d) Setting, Learner Role, and Teacher Role.

Setting is categorized into 'good' with the mean value (\bar{x}) of 4.19. The learner role and teacher role are categorized into 'very good'. The results of the mean values (\bar{x}) were 4.22 for statement of learner role and 4.25 for statement of teacher role. The

students said that the settings have been applied well. The students also participated well during the learning process. Those can be seen in the interview transcripts.

-
- T : *Tadi dikerjakan sesuai instruksinya gak?* (Did you finish the tasks according to the instruction?)
- S : *Sesuai kok miss.* (Yes, I did.)
- T : *Jadi kalau memang untuk tugas individu ya dikerjakan sendiri kan?* (So, if the task is individual task, would you finish it individually?)
- S : *Iya dong.* (Yes, I would.)
- T : *Bagus. Terus tadi ikut berpartisipasi aktif kan?* (Great. Did you participate actively?)
- S : *Iya miss.* (Yes, I did.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

The second questionnaires also gained the students' responses of task 1 to task 16 in detailed. Each task is analyzed in term of the goal, input, activity, setting, learner role, and teacher role. The results of the second questionnaire are also supported by the interviews and the observation field notes. Below are the analyses of the revisions in each task.

a) Task 1

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.45: The Mean and Category of Task 1 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.11	Good
Input	36	4.22	Very Good
Activity	36	4.14	Good
Setting	36	4.03	Good
Learner role	36	4.14	Good
Teacher role	36	4.06	Good

Based on Table 4.45 the mean value (\bar{x}) of the goal was 4.11. According to *Quantitative Data Conversion* proposed by Suharto (2006), it is categorized into 'good'. It means that most of the students agree that goal of task 1 is achieved well. Task 1 is to elicit the students about the topic. A picture of a notice is well presented to introduce the topic. Two comprehension questions are well designed in supporting the picture of introducing the topic. The interview was held to gain the students' comments on task 1.

-
- T : *Kira-kira tujuan task 1 ini apa hayo?*(What was the purpose of task 1?)
- S : *Ngasih tahu kalau mau belajar tanda-tanda itu kan Miss.*(It was to elicit us that we would learn about notices.)
- T : *Bagus.* (Good.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

After distributing the materials, she asked the students to look at task 1 directly. Then, she asked the students to guess what they will learn. Some students could guess it well. '*Papan peringatan itu Miss*' they answered. Other students answered '*palingan tentang tanda-tanda peringatan kae lho cah*'.
(Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.45 the mean value (\bar{x}) of the input was 4.22. It means that the input is categorized into 'very good'. Some students agree that the picture is relevant to their study program. It can be seen in following interview transcripts.

-
- T : *Itu gambarnya sudah sesuai jurusan kalian belum?*(Was the picture relevant to your study program?)

S : *Yes, sudah.*(Yes, it was.)
(Appendix D/ Interview Transcript/ Unit 3)

Besides the interview transcript, the field note is also used to support the data.

She asked the students about the relevancy of the picture, they said that the picture was relevant to their study program.
(Appendix D/ Field Notes/ Unit 3)

Based on Table 4.45 the mean value (\bar{x}) of the activity was 4.14. It means that the activity is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable. It can be seen in following interview transcripts.

T : *Activitynya bagaimana?*(How was the activity?)
S : *Bagus Miss, ada gambarnya. Pertanyaannya juga enak.*(It was good Miss. The questions were easy.)
T : *Bagus. Instruksinya jelas apa gak?* (Great. Was the instruction clear?)
S : *Jelas Miss.*(Yes, it was clear.)
(Appendix D/ Interview Transcript/ Unit 3)

Based on Table 4.45 the mean value (\bar{x}) of the setting was 4.03 and it is categorized into 'good'. This task is discussed orally. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

T : *Bagaimana kalian tadi mendiskusikannya?*(How did you discuss this task?)
S : *Bareng temen-temen semua miss, jadi asik gitu tho Miss.* (I discussed it with friends Miss.)
(Appendix D/ Interview Transcript/ Unit 3)

Based on Table 4.45 the mean values (\bar{x}) of the learner role and teacher role are categorized into 'good'. The mean values were 4.14 for the learner role and 4.06 for the teacher role. It can be seen in following interview transcripts.

-
- T : *Kalian semua tadi ikut jawab gak hayo?*(Did you answer the questions?)
 S : *Ikutlah Miss.*(Yes, I did.)
 (Appendix D/ Interview Transcript/ Unit 1)
-

b) Task 2

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.46: The Mean and Category of Task 2 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.14	Good
Activity	36	4.25	Very Good
Setting	36	4.22	Very Good
Learner role	36	4.11	Good
Teacher role	36	4.11	Good

Based on Table 4.46 the mean value (\bar{x}) of the goal was 4.19. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 2 is vocabulary task that facilitates the students in vocabulary mastery. It can be seen in following interview transcripts.

-
- T : *Terus, task 2 ni ya. Task ini menurutmu bisa nambah kosakatamu tidak?*(Could task 2 improve the vocabulary?)
 S : *Bisa Miss.* (Yes, it could.)
 T : *Terus bisa bantu pas listening monolog tidak?* (Could it help you in listening to a monolog?)

- S : *Bisa Miss, jadinya udah tau arti kata-kata sulitnya lebih dulu.*
(Yes, it could. I knew the meaning of the words before listening to a monolog.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.46 the mean value (\bar{x}) of the input was 4.14. The input is categorized into 'good'. Some students agree that the vocabulary is relevant to their study program. The data is also supported by the interview.

- T : *Kosakatanya sesuai dengan jurusan kalian apa belum jal?*
(Was the vocabulary relevant to your study program?)
S : *Iya miss.* (Yes, it was Miss.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.46 the mean value (\bar{x}) of the activity was 4.25. It is categorized into 'very good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable. It can be seen in following interview transcripts.

- T : *Suka dengan activitynya gak?*(Did you like the activity?)
S : *Suka Miss, bisa repeat kata-katanya dengan keras, hahaha.*(Yes, I did. I could repeat the words loudly.)
T : *Ok, instruksinya gimana? Mudeng gak?* (Ok, how was the instruction? Did you understand?)
S : *Bisa dimengerti miss.*(It was understandable.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She continued to task 2. She read the words loudly and asked the students to repeat after her. They were enthusiastic in repeating the words.
(Appendix D/ Field Notes/ Unit 3)

Based on Table 4.46 the mean value (\bar{x}) of the setting was 4.22 and it is categorized into 'very good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Terus, setuju gak kalau task ini dikerjakan sendiri?* (Did you agree that this task was done individually?)
- S : *Setuju Miss. Ya itu Miss, kayak kemarin itu lho, kan kita harus buka kamus sendiri-sendiri Miss.* (Yes, I did. It was like yesterday that we ought to open the dictionary.)
(Appendix D/ Interview Transcript/ Unit 1)
-

Besides the interview transcript, the field note is also used to support the data.

.....

Then, she asked the students to find the meanings of each word. They did the task individually.
(Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.46 the mean values (\bar{x}) of the learner role and teacher role are categorized into 'good'. The mean values were 4.11 for the learner role and teacher role. The results of the second questionnaire are supported by the interview transcripts.

-
- T : *Ikut repeating the teachernya gak hayo?* (Did you repeat the words after the teacher?)
- S : *Ikut kok Miss.* Yes, I did.)
- T : *Bagus.* (Good.)
(Appendix D/ Interview Transcript/ Unit 3)
-

c) Task 3

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.47: The Mean and Category of Task 3 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.17	Good
Input	36	4.11	Good
Activity	36	4.06	Good
Setting	36	4.17	Good
Learner role	36	4.22	Very Good
Teacher role	36	4.28	Very good

Based on Table 4.47 the mean value (\bar{x}) of the goal was 4.17. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 3 is listening task that facilitates the students in understanding the monolog. It can be seen from the interview transcripts.

.....
 T : *Gimana ni task 3 nya? Bisa meningkatkan kemampuan listening kalian gak?*(How was task 3? Could it improve your listening skill?)

S : *Bisa Miss, apalagi dibaca keras gitu monolognya, jadi mudeng Miss.*(Yes, it could, moreover you read it loudly.)
 (Appendix D/ Interview Transcript/ Unit 3)

Based on Table 4.47 the mean value (\bar{x}) of the input was 4.11. The input is categorized into 'good'. Some students agree that the monolog is relevant to their study program. However, the illustration picture is needed to help the students understand the monolog. The data is also supported by the interview.

-
- T : *Monolognya susah dipahami gak? Sesuai dengan jurusan gak?*(Was the monolog difficult? Was it relevant to the study program?)
- S : *Mudah kok Miss, monolognya juga sesuai jurusan.* (No, it wasn't. It was also relevant to the study program.)
- T : *Ok. Apalagi?*(Ok, what else?)
- S : *Tapi mbok dikasih gambar gitu, jadi bisa bantu biar mudeng monolognya itu Miss.* (You ought to add a picture to help us in understanding the monolog.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.47 the mean value (\bar{x}) of the activity was 4.06. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. The instruction is also understandable although need a modification. It can be seen in following interview transcripts.

-
- T : *Task 3 menarik tidak?* (Was task 3 interesting?)
- S : *Menarik.* Yes, it was interesting.)
- T : *Kalau instruksinya gimana?* (How was the instruction?)
- S : *Kayak kemarin Miss, classmatesnya diganti gitu.*(It was like yesterday, you ought to change the 'classmates'.)
- T : *Diganti in pairs gitu maksudnya?**Ok.* (It ought to be changed into 'in pairs'? Ok.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

She read the monolog loudly and asked the students to answer the questions. They asked the teacher to change the questions into multiple choices.

(Appendix D/ Field Notes/ Unit 3)

Based on Table 4.47 the mean value (\bar{x}) of the setting was 4.17. It is categorized into ‘good’. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

.....
 T : *Tadi dikerjakan sendiri atau in pairs?* (How did you do the task? Individually or in pairs?)
 S : *Sama teman miss.* (In pairs Miss)
 (Appendix D/ Interview Transcript/ Unit 3)

The learner role and teacher role are categorized into ‘very good’. The mean values (\bar{x}) were 4.22 for the learner role and 4.28 for the teacher role.. The results of the second questionnaire are supported by the interview transcripts.

.....
 T : *Peran siswa dan gurunya gimana ini menurut kalian?* (How were the roles of the students and the teacher?)
 S : *Aktif semua Miss, bagus.* (They participated actively.)
 (Appendix D/ Interview Transcript/ Unit 3)

d) Task 4

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.48: The Mean and Category of Task 4 in Unit 3

Aspects	N	Mean	Category
Goal	36	4	Good
Input	36	4.19	Good
Activity	36	4.33	Very Good
Setting	36	4.14	Good
Learner role	36	4.03	Good
Teacher role	36	4.19	Good

Based on Table 4.48 the mean value (\bar{x}) of the goal was 4. It is categorized into 'good'. It means that task 4 can facilitate the students in practicing their speaking skill. Most of the students agree that the goal of this task is achieved well. The statement is supported by the interview after the try-out.

-
- T : *Task 4 gimana ni? Bisa meningkatkan kemampuan membacanya gak?*(How was task 4? Could it improve your speaking skill?)
- S : *Bisa Miss.*(Yes, it could.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.48 the mean value (\bar{x}) of the input was 4.19. It is categorized into 'good'. Most of the students agree that the input is authentic. However, an illustration picture should be added in the dialog. It can be seen in the interview transcripts below.

-
- T : *Textnya sudah sesuai jurusan apa belum?* (Was the text relevant to the study program?)
- S : *Sudah miss.* (Yes, it was.)
- T : *Oke, bagus. Apa lagi?* (Ok, good. What else?)
- S : *Ditambah gambar dong Miss.* (You should add a picture.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.48 the mean value (\bar{x}) of the activity was 4.33. It is categorized into 'very good'. According to the students' opinion, this task is quite interesting for them. However, the instruction should be modified. The word 'classmates' is changed into 'partners' or 'pairs'. It can be seen in following interview transcripts.

-
- T : *Ok, terus activitynya gimana?* (Ok, how was the activity?)
- S : *Menarik kok Miss, bisa belajar bicara.* (It was interesting; we could learn how to speak well.)
- T : *Instruksinya gimana?* (Ok, Good. How was the instruction?)
- S : *Classmatesnya itu mbingungi miss, jadi bingung maksudnya, mbok diganti partner atau pairs gitu miss.* (The word 'classmates' was confusing Miss, it ought to be changed into 'partners' or 'pairs'.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She asked some students to read the dialog. She checked the pronunciation and intonations of the students.

(Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.48 the mean value (\bar{x}) of the setting was 4.14. It is categorized into 'good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in the following interview transcripts.

-
- T : *Baca dialognya sama temen?*(Did you read the dialog with your friends?)
- S : *Yes, jawaban pertanyaannya juga dicocokke sama temen og Miss.*(Yes, I did. I also checked my friends' work and vice versa.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She asked the students to answer the questions after reading the dialog. The students answered the questions individually.

(Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.48 the mean values (\bar{x}) were 4.03 for the learner role and 4.19 for the teacher role. They are categorized into ‘good’. It can be seen in the following interview transcripts.

-
- T : *Terus tadi guru sama siswa aktif gak?* (Did the teacher and the students participate actively?)
- S : *Aktif siswanya miss, lha wong siswanya suruh praktek baca, kalau gurunya kan ngecek cara bacanya.* (Yes, they did. The students read the dialog aloud, and the teacher checked the pronunciations.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

e) Task 5

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.49: The Mean and Category of Task 5 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.25	Very good
Activity	36	4.19	Good
Setting	36	4.22	Very good
Learner role	36	4.28	Very good
Teacher role	36	4.19	Good

Based on Table 4.49 the mean value (\bar{x}) of the goal was 4.19. It is categorized into ‘good’. It means that task 5 can facilitate the students in improving the vocabulary. Most of the students agree that the goal of this task is achieved well. The statement is supported by the interview after the try-out.

-
- T : *Task 5nya bantu kalian nambah vocab gak?* (Did task 5 help

- you in improving the vocabulary?)
 S : *Iya dong miss.*(Yes, it did.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.49 the mean value (\bar{x}) of the input was 4.25. Input of task 5 is categorized into ‘very good’. Most of the students agree that the input is relevant to the study program. It can be seen in following interview transcripts.

-
- T : *Vocabnya sesuai dengan jurusan kalian tidak?*(Was the vocabulary relevant to the study program?)
 S : *Iya Miss. Sangat sesuai.* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.49 the mean value (\bar{x}) of the activity was 4.19. It is categorized into ‘good’. According to the students’ opinion, this task is quite interesting for them. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Tasknya menarik gak guys?* (Was the task interesting guys?)
 S : *Menarik miss, wong harus ngepas-ngepasin artinya biar sesuai kontek di dialog tadi. Menantang pokoknya wis.* (It was interesting Miss, because we should match the meaning with the context in the dialog.)
 T : *Instruksinya gimana?*
 S : *mudah dimengerti kok miss.* (The instruction was understandable.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.49 the mean value (\bar{x}) of the setting was 4.22 and it is categorized into ‘very good’. This task is done individually. Most of the students

agree that this task is done well. It can be seen in following interview transcripts that are conducted after the implementation.

-
- T : *Tadi dikerjakan sendiri atau in pairs?*(How did you finish the task?)
- S : *Sendiri miss, instruksinya kan sendiri.*(I finished it individually Miss, the instruction was individual task.)
- T : *Bagus.* (Great.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.49 the mean values (\bar{x}) were 4.28 for the learner role and 4.19 for the teacher role. The learner role is categorized into ‘very good’. The teacher role is categorized into ‘good’. The results of the second questionnaire are supported with the interview transcripts.

-
- T : *Tadi ikut mengerjakan kan?*(Did you finish the task?)
- S : *Iya kok miss.* (Yes, I did.)
- T : *Lha terus gurunya ngapain?* (What did the teacher do?)
- S : *Check pronunciationnya.* (She checked the pronunciation.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She checked the students’ pronunciation. Then she acted as the model; she read the vocabulary loudly and asked the students to repeat after her. They did it well.

(Appendix D/ Field Notes/ Unit 3)

.....

f) Task 6

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.50: The Mean and Category of Task 6 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.25	Very Good
Input	36	4.25	Very good
Activity	36	4.06	Good
Setting	36	4.22	Very good
Learner role	36	4.19	Good
Teacher role	36	4.03	Good

Based on Table 4.50 the mean value (\bar{x}) of the goal was 4.25 and it is categorized into 'very good'. It means that task 6 can facilitate the students in understanding the use of 'must' and 'have to'. The goal is achieved well; it can be seen from the interview transcripts below.

-
- T : *Task 6 ini membuat kalian tahu tentang penggunaan 'must' dan 'have to' tidak?* (Did task 6 make you understand the use of 'must' and 'have to'?)
- S : *Ya Miss, sangat jelas ini.* (Yes, it did.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.50 the mean value (\bar{x}) of the input was 4.25. It is categorized into 'very good'. Most of the students agree that the input is relevant to the study program. It can be seen from the interview transcripts below.

-
- T : *Penjelasannya bisa dipahami kan?* (Was the explanation understandable?)
- S : *Iya Miss, sangat bisa dipahami kok. Ada contohnya, jadi mempermudah memahaminya.* (Yes, it was. It was

understandable.

(Appendix D/ Interview Transcript/ Unit 3)

Based on Table 4.50 the mean value (\bar{x}) of the activity was 4.06. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. It can be seen from the interview transcripts below.

T : *Terus menarik gak?* (Was it interesting?)

S : *Biasa sih sebenarnya Miss, tapi pas suruh nyari contoh-contohnya secara lisan jadi asik gitu.* (Actually it was common but it was interesting when I ought to find the examples orally.)

(Appendix D/ Interview Transcript/ Unit 3)

Based on Table 4.50 the mean value (\bar{x}) of the setting was 4.22 and it is categorized into 'very good'. This task is done individually. Most of the students agree that this task is done well. The instruction is also clear and understandable. It can be seen in following interview transcripts.

T : *Tadi memahaminya sendiri kan?* (Did you learn it by yourself?)

S : *Ya iyalah Miss, masak memahaminya berdua malah ra paham ntar.* (Yes, I did. It was difficult if I learn it with my friends.)

T : *Bagus.* (Good.)

S : *Instruksi di task 6 ini jelas gak?* (How was the instruction in task 6?)

T : *Jelas Miss.* (It was clear, Miss.)

(Appendix D/ Interview Transcript/ Unit 3)

Based on Table 4.50 the mean values (\bar{x}) were 4.19 for the learner role and 4.03 for the teacher role. They are categorized into 'very good'. The students and the

teacher participate in this task actively. It can be seen in following interview transcripts.

-
- T : *Tadi semuanya aktif nyari contohnya ya?*(Did you participate actively in finding the examples?)
- S : *Iya Miss.*(Yes, I did.)
- T : *Gurunya ngapain?* (What did the teacher do?)
- S : *Menjelaskan di depan kelas kan.* (She explained the expressions in the front of the class.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

g) Task 7

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.51: The Mean and Category of Task 7 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.14	Good
Input	36	4.19	Good
Activity	36	4.17	Good
Setting	36	4.03	Good
Learner role	36	4.17	Good
Teacher role	36	4.19	Good

Based on Table 4.51 the mean value (\bar{x}) of the goal was 4.14. It is categorized into 'good'. It means that task 7 can facilitate the students in applying the use of 'must' and 'have to'. The goal is achieved well; it can be seen from the interview transcripts below.

-
- T : *Bisa ngerjain gak tadi?* (Could you finish the task?)
- S : *Bisa Miss, ini tidak terlalu sulit kok Miss.* (Yes, I could, it was

- not too difficult.)
- T : *Bisa belajar apa dari task 7 ini?*(What did you get from task 7?)
- S : *Penggunaan 'must' dan 'have to' itu lho Miss.* (I learned the use of 'must' and 'have to'.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.51 the mean value (\bar{x}) of the input was 4.19. It is categorized into 'good'. Most of the students agree that the input is relevant to the study program. It can be seen in following interview transcripts.

-
- T : *Soalnya relevant tidak?*(Were the questions relevant?)
- S : *Sangat sesuai dengan jurusan Miss.* (Yes, they were relevant to the study program.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.51 the mean value (\bar{x}) of the activity was 4.17. It is categorized into 'good'. According to the students' opinion, this task is quite interesting for them. However, the instruction needed a modification in term of setting. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss, seru gitu banyak gambarnya.*(It was interesting Miss, there were many pictures.)
- T : *Instruksinya jelas apa tidak?* (Was the instruction clear?)
- S : *Kurang jelas Miss, ini untuk individu atau in pairs.* (It was not clear enough that it was for individual task or in pairs.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

They felt enthusiastic in doing the task because they could apply the use of 'must' and 'have to'.

(Appendix D/ Field Notes/ Unit 3)

Based on Table 4.51 the mean value (\bar{x}) of the setting was 4.03. It is categorized into 'good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Task 7nya dikerjakan sendiri atau berdua?* (How did you do task 7?)
- S : *Berdua miss. Lebih enak dikerjakan berdua.* (It would be easier if I did it in pairs.)
- T : *Ok. (Ok.)*
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She moved to task 7. She asked the students to do the task. The students did the task in pairs.

(Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.13 the mean values (\bar{x}) were 4.17 for the learner role and 4.19 for the teacher role. They are categorized into 'good'. The students and the teacher participate in this task actively. The results of the second questionnaire are supported with the interview transcripts.

-
- T : *Tadi kamu kerjakan semuanya kan?* (Did you finish the task?)
- S : *Iya dong miss. Lagian Miss metta ngecek perkerjaan e kita sih.* (Yes, I did. You checked my works.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She asked them to ask if they didn't understand. Then, she checked the task together.

(Appendix D/ Field Notes/ Unit 3)

.....

h) Task 8

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.52: The Mean and Category of Task 8 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.22	Very good
Activity	36	4.25	Very good
Setting	36	4.14	Good
Learner role	36	4.17	Good
Teacher role	36	4.17	Good

Based on Table 4.52 the mean value (\bar{x}) of the goal was 4.19. It is categorized into 'good'. It means that task 8 can facilitate the students in improving the vocabulary. The goal is achieved well; it can be seen from the interview transcripts below.

.....

T : *Well, task 8 bisa menambah vocab kalian tidak?*(Well, did task 8 improve your vocabulary?)

S : *Sangat bisa menambah Miss.* (Yes, it did.)

T : *Membantu dalam memahami text di task 9 gak?* (Did it help you in understanding task 9?)

S : *Iya Miss, bisa membantu.* (Yes, it was really helpful.)
(Appendix D/ Interview Transcript/ Unit 3)

.....

Based on Table 4.52 the mean value (\bar{x}) of the input was 4.22. It is categorized into 'very good'. Most of the students agree that the input is relevant to the study program. It can be seen from the interview transcripts below.

-
- T : *Vocabnya sudah sesuai jurusan belum?* (Was the vocabulary relevant to the study program?)
 S : *Sudah kok Miss.* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.52 the mean value (\bar{x}) of the activity was 4.25. It is categorized into 'very good'. According to the students' opinion, this task is quite interesting for them. However, they asked the teacher to change the activity of finding the meanings to finding the synonyms of the words. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Mbok dibuat bervariasi gitu miss, diganti mencari sinonimnya gitu.* (You ought to make it be more various; it ought to be changed into finding the synonyms of the words.)
 T : *Jadi instruksinya diganti mencari sinonim dong. Oke deh.* (So the instruction also ought to be changed.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

She read the vocabulary loudly and asked the students to repeat after her.
 (Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.52 the mean value (\bar{x}) of the setting was 4.14. It is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Tadi nyari meaningnya sendiri atau inpairs?*(How did you find the meaning? Alone or in pairs?)
- S : *Sendiri miss, lha harus buka kamus sendiri-sendiri je.* (I did it alone Miss, I ought to open my dictionary.)
- T : *Ok.* (Ok.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

After that, she asked the students to find the meanings of the words in the dictionary. They did it individually.

(Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.52 the mean values (\bar{x}) of the learner role and the teacher role were 4.17. They are categorized into 'good'. The students and the teacher participate in this task actively. It can be seen from the interview transcripts.

-
- T : *Tadi kalian repeat vocabnya gak?* (Did you repeat the vocabulary after me?)
- S : *Iya dong miss, semuanya saya repeat.* (Yes, I did. I repeated all the words.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

i) Task 9

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.53: The Mean and Category of Task 9 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.08	Good
Input	36	4.17	Good
Activity	36	4.17	Good
Setting	36	4.28	Very good
Learner role	36	4.17	Good
Teacher role	36	4.28	Very good

Based on Table 4.53 the mean value (\bar{x}) of the goal was 4.08. It is categorized into ‘good’. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 9 can facilitate the students in understanding memo. It can be seen from the interview transcripts below.

-
- T : *Task 9 menambah kemampuan membaca kalian tidak?*(Did task 9 help you in improving your reading skill?)
- S : *Bisa nambah kok Miss.* (Yes, it did.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.53 the mean value (\bar{x}) of the input was 4.17. The input is categorized into ‘very good’. Some students agree that the vocabulary is relevant to their study program. It can be seen from the interview transcripts.

-
- T : *Textnya sesuai jurusan apa tidak?* (Was the text relevant to the study program?)
- S : *Sesuai Miss.* (Yes, it was.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.53 the mean value (\bar{x}) of the activity was 4.17. It is categorized into ‘good’. According to the students’ opinion, this task is quite

interesting for them. The instruction is also clear. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
- S : *Sudah cocok Miss, pertanyaannya sangat membantu memahami textnya.* (It was good; the questions helped us in understanding the text.)
- T : *Instruksinya?*(How was the instruction?)
- S : *Sudah jelas Miss.* (It was clear.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.53 the mean value (\bar{x}) of the setting was 4.28 and it is categorized into ‘very good’. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Terus, setuju gak task ini didesain untuk dikerjakan secara individu?* (Did you agree that this task was designed to do individually?)
- S : *Setuju miss..* (Yes, I agreed.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

They were silent when reading the text. They read the text individually. They tried to understand the text. Then, the researcher asked them to answer the questions individually.

(Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.53 the mean values (\bar{x}) were 4.17 for the learner role and 4.28 for the teacher role. The learner role is categorized into ‘good’ and the teacher role is categorized into ‘very good’. It can be seen from the interview transcripts.

.....

- T : *Tadi kamu baca textnya terus njawab pertanyaannya juga kan?*(Did you read the text and answer all the questions?)
 S : *Iya dong miss. (Yes, I did.)*
 (Appendix D/ Interview Transcript/ Unit 3)
-

j) Task 10

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.54: The Mean and Category of Task 10 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.22	Very good
Input	36	4.11	Good
Activity	36	4.14	Good
Setting	36	4.06	Good
Learner role	36	4.08	Good
Teacher role	36	4.19	Good

Based on Table 4.54 the mean value (\bar{x}) of the goal was 4.22. It is categorized into ‘very good’. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 10 is task that helps the students in comprehending the text. It can be seen from the interview transcripts.

-
- T : *Bagaimana ni dengan task 10? Membantu memahami text gak?* (How was task 10? Did it help you in understanding the text?)
 S : *Iya dong miss. Kita harus baca textnya lagi sih.* (Yes, it did. It forced me to read the text.)
 T : *Bagus.* (Good.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.54 the mean value (\bar{x}) of the input was 4.11. The input is categorized into ‘very good’. The statements in this task are relevant and understandable. It can be seen from the interview transcripts.

-
- T : *Bagaimana pernyataan-pernyataannya?* (How were the statements?)
 S : *Mudah dipahami Miss.* (They were understandable Miss.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.54 the mean value (\bar{x}) of the activity was 4.14. It is categorized into ‘good’. According to the students’ opinion, this task is interesting for them. The instruction is also understandable. It can be seen from the interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Menantang Miss, saya suka.* (It was challenging Miss, I like it.)
 T : *Great. Instruksinya bisa dipahami?* (Was the instruction understandable?)
 S : *Bisa kok Miss* (Yes, it was.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.54 the mean value (\bar{x}) of the setting was 4.06 and it is categorized into ‘good’. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Bagaimana kamu menyelesaikan tasknya? Individu atau in pairs?* (How did you finish the task? Individual or in pairs?)
 S : *In pairs Miss.* (I finished it in pairs.)
 T : *Bagus sekali.* (Very good.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....
 She asked the students to decide whether the statement true or false. They did the task with their partners. They reread the text to get the right answer.
 (Appendix D/ Field Notes/ Unit 3)

Based on Table 4.54 the mean value (\bar{x}) of the learner role and teacher role are categorized into 'good'. The mean values were 4.08 for the learner role and 4.19 for the teacher role. It can be seen in following interview transcripts.

.....
 T : *Kamu selesai ngerjain semuanya ra?* (Did you finish all the questions?)
 S : *Selesai. Miss Metta muter-muter terus og, dicek mulu.* (yes, I did. You checked us everytime.)
 (Appendix D/ Interview Transcript/ Unit 3)

k) Task 11

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.55: The Mean and Category of Task 11 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.22	Very Good
Input	36	4.11	Good
Activity	36	4.17	Good
Setting	36	4.19	Good
Learner role	36	4.31	Very Good
Teacher role	36	4.19	Good

Based on Table 4.55 the mean value (\bar{x}) of the goal was 4.22. It is categorized into 'very good'. It means that the goal of this task is effective; most of the students

agree that the goal is achieved. Task 11 facilitates the students in understanding the general structure of memo. It can be seen in following interview transcripts.

-
- T : *Task 11 bagaimana ini?* (How was task 11?)
- S : *Em...saya jadi memahami memo.* (Em...I understood a memo.)
- T : *Tenane?* (Really?)
- S : *Iya miss.* (Yes, I did.)
- T : *Bagus.* (Good.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.55 the mean value (\bar{x}) of the input was 4.11. The input is categorized into ‘good’. The text is relevant to the study program. It can be seen from the interview transcripts.

-
- T : *Textnya sesuai jurusan tidak ini?* (Was the text relevant to the study program?)
- S : *Sesuai kok miss.* (Yes, it was.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.55 the mean value (\bar{x}) of the activity was 4.17. It is categorized into ‘good’. According to the students’ opinion, this task helps them in understanding a memo. Besides that, the vocabulary helps them in understanding the text. The instruction is simple and understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya piye?* (How was the activity?)
- S : *Nyari meaning kan?* (It was finding the meaning right?)
- T : *Iya, gimana? Diganti gak?* (Yes, it was. How? Should I change it?)
- S : *Gak usah Miss, sangat membantu je.* (No, it didn’t. It was helpful.)

- T : *Ok, instruksinya?* (How was the instruction?)
 S : *Mudah dipahami.* (It was understandable.)
 (Appendix D/ Interview Transcript/ Unit 3)

Based on Table 4.55 the mean value (\bar{x}) of the setting was 4.19 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

- T : *Setuju gak kalau dikerjakan secara individu?* (So, did you agree that it was done individually?)
 S : *Setuju miss.* (Yes, I did.)
 (Appendix D/ Interview Transcript/ Unit 3)

Besides the interview transcript, the field note is also used to support the data.

She asked the students to read the text. They read the text silently. They tried to understand the text individually. Then, she asked the students to find the meanings of the words based on the text. They found the meanings individually. They were enthusiastic in doing the task.
 (Appendix D/ Field Notes/ Unit 3)

Based on Table 4.55 the mean values (\bar{x}) were 4.31 for the learner role and 4.19 for the teacher role. The learner role is categorized into 'very good' and the teacher role is categorized into 'good'. It can be seen from the interview transcripts.

- T : *Eh...terus tadi gurunya ngecek kan?* (Did the teacher check your work?)
 S : *Iya dong miss.* (Yes, she did.)
 (Appendix D/ Interview Transcript/ Unit 3)

l) Task 12

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.56: The Mean and Category of Task 12 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.17	Good
Input	36	4.11	Good
Activity	36	4.14	Good
Setting	36	4.33	Very Good
Learner role	36	4.28	Very Good
Teacher role	36	4.28	Very Good

Based on Table 4.56 the mean value (\bar{x}) of the goal was 4.17. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 12 facilitates the students in comprehending the text. It can be seen from the interview transcripts.

-
- T : *Task 12 membantu memahami textnya tidak?* (Did task 12 help you in understanding the text?)
- S : *Iya Miss, harus baca lagi je.* (Yes, it did because I ought to reread the text.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.56 the mean value (\bar{x}) of the input was 4.11. The input is categorized into 'good'. Some students agree that the task is not difficult. It can be seen from the interview transcripts.

-
- T : *Tasknya sulit gak?* (Was the task difficult?)
- S : *Gak terlalu sih Miss, kan sebelumnya juga udah dibahas memonya itu.* (No, it was not too difficult Miss. You have explained the memo before.)

(Appendix D/ Interview Transcript/ Unit 3)

Based on Table 4.56 the mean value (\bar{x}) of the activity was 4.14. It is categorized into 'good'. According to the students' opinion, this task is quite interesting. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Bagus gak activitynya? Perlu saya ganti tidak?* (Was the activity good? Should I change it?)
 S : *Bagus. Tidak perlu diganti kok miss, pertanyaannya kan membantu ben mudeng textnya.* (Yes, it was. It should not be changed because the questions help the students in understanding the text.)
 T : *Instruksinya?* (How was the instruction?)
 S : *Sudah jelas sekali.* (It was clear.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.56 the mean value (\bar{x}) of the setting was 4.33 and it is categorized into 'very good'. This task is done individually, but it doesn't work effectively. The students asked the teacher to change it into in pairs. It can be seen in following interview transcripts.

-
- T : *Tadi menyelesaikan tasknya sendiri kan?* (You did the task individually, didn't you?)
 S : *Gak Miss, susah je kalau sendiri, jadi dikerjakan berdua.* (No, I did not, It was difficult so I did it in pairs.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

She asked them to reread the text. They could find the main idea of memo.
They worked with their partners.
(Appendix D/ Field Notes/ Unit 3)

Based on Table 4.56 the mean values (\bar{x}) were 4.28 for the learner role and the teacher role. They are categorized into ‘very good’. It can be seen from the interview transcripts.

T : *Selesai kan tasknya?* (Did you finish the task?)
S : *Iya miss. Miss Metta ngecek i satu-satu sih.Hehehe...*(Yes, I did. Miss Metta checked it one by one. Hehehe...)
(Appendix D/ Interview Transcript/ Unit 3)

m) Task 13

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.57: The Mean and Category of Task 13 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.25	Very good
Input	36	4.19	Good
Activity	36	4	Good
Setting	36	4.14	Good
Learner role	36	4.22	Very good
Teacher role	36	4.25	Very good

Based on Table 4.57 the mean value (\bar{x}) of the goal was 4.25. It is categorized into ‘very good’. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 13 is explanations about memo. This task is

designed to help the students understand a memo. It can be seen from the interview transcripts.

-
- T : *Setelah membaca penjelasan di task 13 jadi mudeng memo gak?* (Did you understand about memo after reading the explanations?)
- S : *Mudeng Miss.* (Yes, I did.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.57 the mean value (\bar{x}) of the input was 4.19. The input is categorized into 'good'. The explanations are understandable. Besides that, the examples are from the text in the previous section. It can be seen from the interview transcripts.

-
- T : *Penjelasannya enak dipahami gak?* (Were the explanations understandable?)
- S : *Iya miss.* (Yes, they were.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.57 the mean value (\bar{x}) of the activity was 4. It is categorized into 'good'. According to the students' opinion, this task is quite interesting. The instruction is clear. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
- S : *Ya sudah cukup bagus Miss.* (It was good enough Miss.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Jelas.* (It was clear.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.57 the mean value (\bar{x}) of the setting was 4.14 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Bagaimana caramu memahami explanationnya?* (How did you learn the explanations?)
- S : *Memahaminya ya sendirilah miss.* (I learned the explanations alone Miss.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.57 the mean values (\bar{x}) were 4.22 for the learner role and 4.25 for the teacher role. They are categorized into 'very good'. It can be seen from the interview transcripts.

-
- T : *Kamu tadi berpartisipasi aktif gak?* (Did you participate actively?)
- S : *Iya dong miss.* (Yes, I did.)
- T : *Oh...terus gurunya menjelaskan begitu?* (Oh...did the teacher explain the materials?)
- S : *Iya Miss.* (Yes, she did.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

In task 13, she asked them to mention the parts of a memo from the previous text. Then, she explained the general structure of a memo.

(Appendix D/ Field Notes/ Unit 3)

.....

n) Task 14

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.58: The Mean and Category of Task 14 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.22	Very good
Input	36	4.25	Very good
Activity	36	4.19	Good
Setting	36	4.17	Good
Learner role	36	4.19	Good
Teacher role	36	4	Good

Based on Table 4.58 the mean value (\bar{x}) of the goal was 4.22. It is categorized into 'very good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 14 is to facilitate the students in making a memo. The results of the second questionnaire are supported by the interview transcripts.

.....
T : Task14 ini bagaimana? Jadi nambah mudeng cara membuat memo kan? (How was task 14?)
S : *Iya miss, jadi lebih mudeng cara membuat memo.* (I understood how to make a memo.)
(Appendix D/ Interview Transcript/ Unit 3)
.....

Based on Table 4.58 the mean value (\bar{x}) of the input was 4.25. The input is categorized into 'very good'. The situation is understandable. It can be seen from the interview transcripts.

.....
T : *Situasi yang diberikan susah dipahami gak?* (Was the situation understandable?)
S : *Tidak terlalu susah kok Miss, lagian situasinya tentang pameran foto gitu.* (Yes, it was. The situation was also about photo exhibition.)
T : *Bagus.* (Good.)
(Appendix D/ Interview Transcript/ Unit 3)
.....

Based on Table 4.58 the mean value (\bar{x}) of the activity was 4.19. It is categorized into 'very good'. According to the students' opinion, this task is quite interesting for them. However, they asked the teacher to make the instruction clearer. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik miss, beda dari yang sebelumnya.* (It was interesting Miss, it is different.)
 T : *Ok, instruksinya jelas gak?* (Well, how was the instruction?)
 S : *Kurang jelas miss, itu sendiri atau in pairs.* (It was not clear that it was for individual task or in pairs.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.58 the mean value (\bar{x}) of the setting was 4.17 and it is categorized into 'good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Ok, terus tadi dikerjakan sendiri atau in pairs?* (SO, how did you do the task?)
 S : *In pairs dong Miss, kalau sendiri susah.* (I did it in pairs.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

In the next task, she asked the students to make a memo. They did it in pairs.
 (Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.20 the mean values (\bar{x}) were 4.19 for the learner role and 4 for the teacher role. They are categorized into 'good'. It can be seen from the interview transcripts.

.....

T : *Tadi dikerjakan tho?* (Did you finish it?)
 S : *Iya dong Miss..* (Yes, I did.)
 T : Good.
 (Appendix D/ Interview Transcript/ Unit 3)

.....

o) Task 15

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.59: The Mean and Category of Task 15 in Unit 3

Aspects	N	Mean	Category
Goal	36	4.19	Good
Input	36	4.14	Good
Activity	36	4.22	Very Good
Setting	36	4.28	Very Good
Learner role	36	4.25	Very Good
Teacher role	36	4.22	Very Good

Based on Table 4.59 the mean value (\bar{x}) of the goal was 4.19. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 15 facilitates the students in applying the use of 'must' and 'have to'. The results of the second questionnaire are supported by the interview transcripts.

.....

T : *Tadi bisa buat dialognya tidak?* (Could you make the dialog?)
 S : *Bisa kok Miss.* (Yes, I could.)
 (Appendix D/ Interview Transcript/ Unit 3)

.....

Based on Table 4.59 the mean value (\bar{x}) of the input was 4.14. The input is categorized into 'good'. Some students agree that the situation is relevant to the topic. It can be seen from the interview transcripts.

-
- T : *Situasinya sesuai topik tidak?* (Was the situation relevant to the topic?)
 S : *Ohh... Bagus miss. Sesuai kok.* (ohh...It was good.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.59 the mean value (\bar{x}) of the activity was 4.22. It is categorized into 'very good'. According to the students' opinion, this task is interesting. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
 S : *Menarik.* (It was interesting.)
 T : *Instruksinya piye? Jelas apa tidak?* (How was the instruction? was it clear or not?)
 S : *Jelas Miss.* (It was clear.)
 (Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.59 the mean value (\bar{x}) of the setting was 4.28 and it is categorized into 'good'. This task is done in pairs. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Buat dialognya kerjasama dengan temanmu, iya kan?* (You made the dialog with your friend, didn't you?)
 S : *Iya dong Miss, kalau gak kerjasama susah miss.* (Yes, I did. It would be difficult if I did it alone.)
 T : *Bagus.* (Good.)

(Appendix D/ Interview Transcript/ Unit 3)

Besides the interview transcript, the field note is also used to support the data.

She then continued to task 15. She asked them to do a role play based on the situation in the front of the class with their partners. They were enthusiastic in doing the role play.

(Appendix D/ Field Notes/ Unit 3)

Based on Table 4.59 the mean values (\bar{x}) were 4.25 for the learner role and 4.22 for the teacher role. They are categorized 'very good'. It can be seen from the interview transcripts.

T : *Kamu tadi praktek di depan kelas tidak?* (Did you practice it in front of class?)

S : *Iya Miss, terus dicek cara bacanya sama miss Metta.* (Yes, I did. Miss Metta checked my pronunciation.)

(Appendix D/ Interview Transcript/ Unit 3)

p) Task 16

The results of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table.

Table 4.60: The Mean and Category of Task 16 in Unit 3

Aspects	N	Mean	Category
Goal	36	4	Good
Input	36	4.28	Very Good
Activity	36	4.08	Good
Setting	36	4.19	Good
Learner role	36	4.25	Very Good
Teacher role	36	4.14	Good

Based on Table 4.60 the mean value (\bar{x}) of the goal was 4. It is categorized into 'good'. It means that the goal of this task is effective; most of the students agree that the goal is achieved. Task 16 facilitates the students in making a memo. It can be seen from the interview transcripts.

-
- T : *Tadi dapet contoh memonya di Jakarta Post gak?* (Did you get the example of the memo in Jakarta Post?)
- S : *Dapet Miss.* (Yes, I did.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.60 the mean value (\bar{x}) of the input was 4.28. The input is categorized into 'very good'. Some students agree that the task is relevant to their study program. It can be seen from the interview transcripts.

-
- T : *Mudeng dengan memonya gak?* (Did you understand the memo?)
- S : *Mudeng Miss, tapi cuma memo yang pendek tadi itu.* (Yes, I did but the simple one.)
(Appendix D/ Interview Transcript/ Unit 3)
-

Based on Table 4.60 the mean value (\bar{x}) of the activity was 4.08. It is categorized into 'good'. According to the students' opinion, this task is interesting. The instruction is also understandable. It can be seen in following interview transcripts.

-
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik banget Miss.* (It was interesting Miss.)
- T : *Instruksinya gimana?* (How was the instruction?)
- S : *Enak kok, tidak membingungkan.* (It was clear.)
(Appendix D/ Interview Transcript/ Unit 3)

.....

Based on Table 4.60 the mean value (\bar{x}) of the setting was 4.19 and it is categorized into 'good'. This task is done individually. Most of the students agree that this task is done well. It can be seen in following interview transcripts.

-
- T : *Setuju dikerjakan sendiri tidak ni tasknya?* (Did you agree that this task is for individual task?)
- S : *Setuju. Kan sudah dapat memonya di Jakarta postnya Miss Metta.* (I agreed because I have got the memo from your Jakarta post.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Besides the interview transcript, the field note is also used to support the data.

.....

In task 16, she asked them to find an example of memo and rewrite it using their own language. They did it individually.

(Appendix D/ Field Notes/ Unit 3)

.....

Based on Table 4.60 the mean values (\bar{x}) were 4.25 for the learner role and 4.14 for the teacher role. The learner role is categorized into 'very good' and the teacher role is categorized into 'good'. It can be seen from the interview transcripts.

-
- T : *Kamu tadi ngerjain gak?* (Did you finish your work?)
- S : *Iya Miss. Kan dikumpulkan, jadinya harus mengerjakan.* (Yes, I did. It ought to be submitted so I had to finish it.)
- (Appendix D/ Interview Transcript/ Unit 3)
-

Based on the interviews transcripts and the field notes, it can be concluded that most tasks are good and do not need revisions in terms of the goals, activities, input texts, settings, teachers' role and learners' role. The instructions are mostly

simple and understandable. However, there are suggestions from the students. They are in term of the input and the activity.

The tasks that need revisions are Task 3, Task 4, Task 7, Task 8, Task 9, Task 12 and Task 14. Task 3 and Task 4 should be revised in term of input and instruction. Task 7 should be revised in term of instruction. Task 8 should be revised in term of activity. Task 9 should be revised in term of input, setting, and instruction. Task 12 and Task 14 should be revised in term of setting and instruction. The evaluations can be seen in Table 4.61.

Table 4.61: The Evaluations of Unit 3

Task	Evaluation
Task 1	The task is good and does not need any revision.
Task 2	The task is good and does not need any revision.
Task 3	The task is good needs revision for the input.
Task 4	The task is good needs revision for the input and the instruction.
Task 5	The task is good and does not need any revision.
Task 6	The task is good and does not need any revision.
Task 7	The task is good but needs revisions for the instruction.
Task 8	The task is good but needs revisions for the activities.
Task 9	The task is good needs revision for the input, setting and the instruction.
Task 10	The task is good and does not need any revision.
Task 11	The task is good and does not need any revision.
Task 12	The task is good but needs revisions for the setting and the instruction.
Task 13	The task is good and does not need any revision.
Task 14	The task is good but needs revisions for the setting and the instruction.
Task 15	The task is good and does not need any revision.
Task 16	The task is good and does not need any revision.

2) The Revision

The data obtained from the statistical data of the questionnaire results and the interview results are used to revise the materials. Below is the table of the revision of Unit 3.

Table 4.62: The Revision of Unit 3

No	Tasks	Evaluation	Revision	Purpose
1.	Task 3	Input: There is no illustration picture in the monolog.	Adding an illustration picture in the monolog.	To attract the students' attention to the inputs. To help the students in understanding the monolog.
		Activity: The instruction is confusing.	Changing the word 'classmates' into 'partners'	To make the instruction understandable.
2.	Task 4	Input: There is no illustration picture in the dialog.	Adding an illustration picture in the dialog.	To attract the students' attention to the inputs. To help the students in understanding the dialog.
		Activity: The instruction is confusing.	Changing the word 'classmates' into 'partners'	To make the instruction understandable.
3.	Task 7	Activity: The instruction is confusing.	Changing the word 'classmates' into 'partners'	To make the instruction understandable.
4.	Task 8	Activity: The vocabulary task is not various.	Changing the task from 'finding the meaning of the words' into 'finding the synonym of the words.'	To attract the students' attention to the task.
5.	Task 9	Input: There is no illustration picture in the dialog.	Adding an illustration picture in the dialog.	To attract the students' attention to the inputs.

No	Tasks	Evaluation	Revision	Purpose
				To help the students in understanding the dialog.
		Setting: The setting is changed.	Changing individual task into in pairs.	To ease the task.
		Activity: The instruction is changed.	Changing the word 'your own' into 'in pairs'	To make the instruction understandable.
6.	Task 12	Setting: The setting is changed.	Changing individual task into in pairs.	To ease the task.
		Activity: The instruction is changed.	Changing the word 'your own' into 'in pairs'	To make the instruction understandable.
7.	Task 14	Setting: The setting is changed.	Changing individual task into in pairs.	To ease the task.
		Activity: The instruction is changed.	Changing the word 'your own' into 'in pairs'	To make the instruction understandable.

Based on Table 4.62, Task 3 and Task 4 need some revisions in term of the input and the activity. There is no illustration picture in Task 3, Task 4, and Task 9. Therefore, adding an illustration picture is needed to attract the students' attention to the inputs. Besides that, the students will be more interested in learning English through the materials.

The instructions of Task 3, Task 4, and Task 7 also need a modification. The use of 'classmates' in the instructions is confusing. Therefore, the word 'classmates' is changed into 'partners' or 'in pairs' to make it understandable. The activity of Task 8 should be changed from finding the meaning of words into finding the synonym of the words. The revision is needed to make the activity becomes more various.

The setting of Task 9, Task 12, and Task 14 should be changed into ‘in pairs’ to ease the task. Therefore, the instructions of those tasks also need to be changed.

B. Discussion

The nature of English in vocational schools is English for Specific Purposes (ESP), therefore, the materials in this study were developed using the ESP approach. It is in line with Hutchinson and Waters (1987) that ESP is an approach to language teaching which aims to meet the needs of particular learners.

A needs analysis was conducted in order to make the materials relevant to the students’ needs. The learners’ needs and the learning needs were gathered by using the questionnaire. It referred to the theory from Hutchinson and Water (1987) that the purpose of an ESP course is to enable learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning.

Three basic competences were developed into three units. Each unit consists of 16 tasks. These tasks are graded and sequenced using Nunan’s (2004) pedagogical sequence for introducing tasks and psycholinguistic processing approach that sequences tasks according to simple to complex tasks. The tasks were graded and sequenced by considering the input complexity, which ranges from the less difficult input to the difficult one and the procedure that learners are required to perform on input.

Each unit consists of Introduction, Main Activities, and Reinforcement. The introduction consists of a unit title and an overview paragraph which aim to introduce

students to the materials they are going to learn. The Main Activities consist of a warming up task, oral cycle, and written cycle. The Reinforcement consists of free production tasks about language function and language focus, reflection of the students, summary of the materials, and the vocabulary list.

Each task is organized from six components of task as proposed by Nunan (2004). The components are goal, input, activity, setting, learner role and teacher role. The components are used to obtain the data in materials evaluation.

The research findings indicate that the effective materials for the students are materials that have goals to make the students master the vocabulary related to the Multimedia department. The goal can be achieved by doing the vocabulary tasks provided in each unit.

Regarding to the input, authentic inputs are important. The students should be engaged in real world activities related to the inputs. Writing a memo and making an instruction are the activities that they should do in real life. This finding is supported by Tomlinson (1998) who states that materials should expose the learners to language in authentic use.

Listening to a monolog and then identifying the place and character are the effective listening activities for the students. They could finish the simple listening activity well. In speaking activities, the effective speaking activity is practicing the dialog in front of the class. The students were enthusiastic in reading the dialog with their partners. In reading activities, the effective reading activity is answering the questions based on the text. In writing activities, the effective writing activity is

arranging the sentences into a good paragraph. Those activities were effective because the activities could improve the students' confidence in learning English. It is in line with Tomlinson (1998) that the materials should help learners to develop confidence.

In term of setting, it was found that pair works is the effective setting in the task. The students could finish the task in the class when they worked with their partners. At last, relating to the learner and teacher roles, the most effective role for the students is being active participant in the learning process. The students did all tasks given, and then the teacher controlled the students in doing the task. The learner and the teacher communicated each other in order to carry out the learning task. This is in line with Nunan's (2004) idea that role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

From the research findings, it showed that the materials were well-developed. It can be seen from the mean value of each item of questionnaire of the students' responses on the effectiveness of the materials. The range of the mean value was 3.92 to 4.44 for Unit 1, 4 to 4.36 for Unit 2 and 4 to 4.33 for Unit 3. Referring to the quantitative data conversion by Suharto (2006), those ranges are in the very good and good category.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study has three main goals: 1) to find out the learners' needs of the eleventh grade students of the Multimedia department at SMK N 1 Godean in developing their English skills 2) to find out the learning needs of the eleventh grade students of the Multimedia department at SMK N 1 Godean in developing their English skills and 3) to develop the effective English learning materials that are relevant to the students' needs of Multimedia Department at SMK N 1 Godean. In this final chapter, the conclusions are drawn and suggestions are addressed as the last part in this chapter.

A. Conclusions

The research findings and discussions in Chapter IV lead to the following items of conclusion:

1. The learners' needs
 - a. The students prefer an authentic input for listening, speaking, reading, and writing input.
 - b. The students prefer an input that is followed by the vocabulary related to the input for listening, speaking, reading, and writing.
 - c. The students prefer 200-250 words for the length of listening, speaking, reading, and writing input.
 - d. The students prefer 'technology' as the topic of listening, speaking, reading, and writing input.

2. The learning needs

- a. The students prefer the materials that are able to support them in mastering the vocabulary related to the Multimedia department.
- b. The students prefer *identifying place and character from the monolog* for the listening activity.
- c. The students prefer *practicing dialogue in front of the class in pairs* for the speaking activity.
- d. The students prefer *answering the questions based on the text* for the reading activity.
- e. The students prefer *completing a sentence into a good full sentence* for the writing activity.
- f. The students prefer *writing a sentence based on the pattern that has been learned* for the grammar task.
- g. The students prefer *using phonetic transcription in the difficult words* for the pronunciation task.
- h. The students prefer working in pairs for the setting.
- i. The students prefer being an active participant in the learning process for the learner role.
- j. The students prefer the teacher that is being the controller in the learning process.

3. The effective English learning materials

a. The effective English learning materials have the following design:

1) Introduction

It consists of Unit Title and an Overview Paragraph that aims to elicit the students about the materials.

a) Unit Title

A topic and a title related to the basic competency are applied in each unit.

b) Overview Paragraph

An overview paragraph is a paragraph about learning objectives.

2) Main activities

This section consists of a warming up task, Listening and Speaking task, and Reading and Writing task.

a) Warming up task

The task is used to elicit the students about the topic of the materials.

b) Listening and Speaking task

They are as in oral cycle. The tasks facilitate the students to practice listening and speaking skill.

c) Reading and Writing task

They are as in written cycle. The tasks facilitate the students to practice reading and writing skill.

3) Reinforcement tasks

This section consists of free production tasks of language function and language focus, the reflection of the materials, the summary of the materials, and the vocabulary list.

a) Free production task of language function

This task is a free production task that enforces the students of language function.

b) Free production task of language focus

This task is a free production task that enforces the students of language focus.

c) Reflection of the materials

It is to evaluate how well the students understand the materials.

d) Summary of the materials

It is to present the summary of the materials.

e) Vocabulary list

It is to provide a list of the difficult words found in the unit.

b. The effective task has the following components:

1) Goal

Based on the findings of the research, the effective tasks are able to support the students in mastering the vocabulary related to the Multimedia department.

2) Input

According to the findings of the research, the effective input is the authentic input. The input should be easily found in the daily life and suits with their needs. The findings show that 200-250 words was effective input for the listening, speaking, reading, and writing input.

3) Activity

The findings show that the effective activities are *identifying place and character from the monolog/dialog* for listening activity, *practicing dialogue in front of the class* for speaking activity, *reading aloud using good intonation and pronunciation* for reading activity, *completing a sentence into a good full sentence* for writing task, and *writing a sentence based on the pattern that has been learned* for grammar task.

4) Setting

The findings show that the effective settings are individually and in pairs.

5) Student and teacher roles

Based on the findings of the research, the most effective role for the students is as a participant who participated actively in the learning process, and the effective roles for the teacher are as a model and a controller.

B. Suggestions

There are some suggestions for the next implementation of English learning materials which can be addressed to English teachers and other researcher.

1. To the English Teachers

Since the English materials that are relevant to the students' needs are limited, the English teachers of vocational school should develop relevant English materials. In developing the materials, the English teachers are suggested to refer to the finding of the research that effective English materials that consist of Introduction, Main Activities, and Reinforcement.

2. To Other Researchers

This research has found an effective design of the English learning materials. Other researchers are expected to be able to develop English learning materials for other study programs using this design of the materials.

REFERENCES

- _____. 2006. BSNP (*Badan Standar Nasional Pendidikan*): *Standar Isi SMK*. Jakarta: BSNP
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education
- _____. 2000. *Principles of Language Learning and Teaching Fourth Edition*. New York: Longman
- Ellis, Rod. 2003. *Task-based Language Learning and Teaching*. New York: Oxford University Press
- Gall, M.D., Gall, J.P., and Borg, W.R. 2003. *Educational Research: An Introduction 7th Edition*. Boston: Pearson Education
- Graves, Kathleen. 2000. *Designing Language Courses: A Guide for Teachers*. Boston: Heinle & Heinle Publishers
- Hutchinson, Tom and Waters, Alan. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press
- Kitao, Kenji and Kitao, S. Kathleen. 1997. "Selecting and Developing Learning/Teaching Materials" in *The Internet TESL Journal*, Vol. IV, No. 4, <http://iteslj.org/Articles/Kitao-Materials.html>. Retrieved on June 19, 2011.
- Miles, Matthew. B. and Huberman, A. Michael. 1994. *Qualitative Data Analysis*. Second Edition. London: SAGE Publication.
- Muanifah, Hidayatul. 2010. *Designing Effective English Learning Materials for the Second Grad Students in TKJ at SMKN 2 Pengasih, A Thesis*. Yogyakarta: Fakultas Bahasa dan Seni UNY.
- Nunan, David. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press
- _____. 1989. *Designing Task for Communicative Classroom*. Cambridge: Cambridge University Press
- Richards, Jack C. 2005. *Materials Development and Research-Making Connection*. TESOL Journal

- _____ and Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press
- _____. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Suharto, G. 2006. *Penilaian Hasil Belajar Bahasa Inggris*. Yogyakarta: P3B UNY.
- Tomlinson, Brian and Masuhara, Hitomi. 2004. *Developing Language Course Materials*. Singapore: SEAMEO Regional Language Centre
- _____. 1998. *Material Development in Language Teaching*. Cambridge: Cambridge University Press
- Widyasari, Hesti. 2011. *Developing English Learning Materials for Grade XI Students of Teknik Pengolahan Hasil Pertanian SMKN 1 Nanggulan, Kulon Progo, Yogyakarta, A Thesis*. Yogyakarta: Fakultas Bahasa dan Seni UNY.
- Willis, Jane. 1996. *A Framework for Task-Based Learning*. Singapore: Longman Singapore Publishers



APPENDICES

Appendix A

Respondent

Table 1: Grade XI Students of Multimedia Study Program at SMKN 1 Godean

No.	Name	Sex	No	Name	Sex
1.	Adha Setyaningrum	F	19.	Nizma Anggara Sari	F
2.	Aida Muslikha	F	20.	Nurmaningtias	F
3.	Ananda Ayu W	F	21.	Nurul Amrina	F
4.	Ayuna Kustriyaningsih	F	22.	Purwanti	F
5.	Cahyani Yunianti	F	23.	Reni Astuti	F
6.	Chintya Putri F	F	24.	Riyani Wijayanti	F
7.	Desi Ririn W	F	25.	Rozi Fajerina	F
8.	Dewi Nurhayati Tauqhit	F	26.	Sa'aadatul Ummah	F
9.	Dewi Puspita Sari	F	27.	Sela Septiana	F
10.	Dewi Yuliani WU	F	28.	Sinta Eviana	F
11.	Endah Sri Rahayu	F	29.	Siti Annisa Hasanah	F
12.	Erna Lestari Astuti	F	30.	Sukma A	F
13.	E. Oktaviani	F	31.	Sutrismi Firlani	F
14.	Ika Ayu Arumsari	F	32.	Tri Ratna Yunita	F
15.	Ismatus Sariroh	F	33.	Tyas Nuriyati	F
16.	Lenny Lutfiana	F	34.	Wahyuningsih	F
17.	Mamlua'atu Rahmah	F	35.	Wanda Nur Widyastuti	F
18.	Niken Fitri Rahayu	F	36.	Yuwanita Novtaria Elisa	F

Appendix B

Questionnaire for Needs Analysis



**JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA**

*Alamat: Karangmalang, Caturtunggal, Depok, Sleman,
Yogyakarta 55281*

Kepada: Adik-adik kelas XI SMKN 1 Godean

Jurusan Multimedia (MM)

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas XI SMK jurusan Multimedia SMKN 1 Godean, Sleman, maka pada kesempatan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan materi pembelajaran Bahasa Inggris untuk siswa kelas XI SMK jurusan Multimedia. Jawaban jujur dan murni dalam mengisi kuesioner ini dari adik-adik akan sangat membantu dalam penelitian ini.

Jawaban dan identitas akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Terimakasih.

Yogyakarta, 11 November 2010

Peneliti,

Mettayana Anggun Puspitasari

NIM. 06202241035

*Untuk kritik dan saran, silakan
hubungi no atau e-mail berikut,
085641234678*

Data Responden

Nama :

Jenis Kelamin :

Kelas/Jurusan :

Asal Sekolah :

Lingkari salah satu atau lebih dari alternatif jawaban yang disediakan. Isilah titik-titik yang di sediakan jika pilihan Anda tidak tersedia dalam alternatif jawaban.

1. Pembelajaran Bahasa Inggris seharusnya bisa membuat saya

- a. mampu menguasai kosakata (*vocabulary*) yang berkaitan dengan bidang kejuruan saya (multimedia)
- b. mampu menggunakan tata bahasa (*structure*) dengan baik
- c. mampu menggunakan ungkapan-ungkapan (*expressions*) yang digunakan sehari-hari secara formal maupun informal dengan baik

- d. mampu membedakan ungkapan formal dan ungkapan informal dalam teks lisan monolog ataupun dialog
- e. mampu menggunakan ungkapan-ungkapan dalam situasi formal dan informal
- f. mampu berkomunikasi secara lisan dengan menggunakan bahasa Inggris sederhana dengan baik dalam kehidupan sehari-hari

2. Input pembelajaran *listening* yang saya inginkan...

- a. diberikan model monolog/dialog
- b. bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian (misal, siaran berita, acara radio, film, lagu, dll)
- c. native speaker (penutur asli bahasa Inggris)
- d. menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa
- e. disertai daftar kosakata baru yang akan digunakan dalam monolog/dialog yang akan diperdengarkan
- f. dilengkapi dengan gambar

3. Panjang input teks *listening* yang saya inginkan...
 - a. 200 kata – 250 kata
 - b. 250 kata – 300 kata
 - c. 300 kata – 350 kata
 - d. 350 kata – 400 kata
4. Topik input teks *listening* yang saya inginkan adalah tentang...
 - a. pariwisata
 - b. teknologi
 - c. pemasaran
5. Input pembelajaran *speaking* yang saya inginkan...
 - a. diberikan model monolog/dialog
 - b. bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian
 - c. diperkenalkan kosakata yang berkaitan dengan teks yang akan disimak
 - d. diperkenalkan ungkapan-ungkapan yang berkaitan dengan teks
6. Panjang input teks *speaking* yang saya inginkan...
 - a. 200 kata – 250 kata
 - b. 250 kata – 300 kata
 - c. 300 kata – 350 kata
 - d. 350 kata – 400 kata
7. Topik input teks *speaking* yang saya inginkan adalah tentang...
 - a. pariwisata
 - b. teknologi
 - c. pemasaran
8. Input pembelajaran *reading* yang saya inginkan...
 - a. bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian (misal, pada kemasan barang, label, resep dalam kemasan makanan, iklan, jadwal, dll)
 - b. menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa

- c. disertai daftar kosakata baru yang akan digunakan dalam teks
 - d. teks disertai gambar
9. Panjang input teks *reading* yang saya inginkan...
- a. 200 kata – 250 kata
 - b. 250 kata – 300 kata
 - c. 300 kata – 350 kata
 - d. 350 kata – 400 kata
10. Topik input teks *reading* yang saya inginkan adalah tentang...
- a. pariwisata
 - b. teknologi
 - c. pemasaran
11. Input pembelajaran *writing* yang saya inginkan...
- a. diberikan contoh terlebih dahulu
 - b. diperkenalkan kosakata yang berkaitan dengan teks yang akan ditulis
- c. diperkenalkan struktur kalimat yang berkaitan dengan teks yang akan ditulis
 - d. berkaitan dengan multimedia
12. Panjang input teks *writing* yang saya inginkan...
- a. 200 kata – 250 kata
 - b. 250 kata – 300 kata
 - c. 300 kata – 350 kata
 - d. 350 kata – 400 kata
13. Topik input teks *writing* yang saya inginkan adalah tentang...
- a. pariwisata
 - b. teknologi
 - c. pemasaran
14. Jenis kegiatan *listening* (mendengarkan) yang saya sukai adalah
- a. mendiskusikan isi monolog atau dialog

- b. mengidentifikasi kosakata kunci (*keyword*) yang ada dalam monolog atau dialog yang akan disimak
- c. mengidentifikasi tokoh, tempat, atau waktu yang ada dalam dialog
- d. mengidentifikasi ungkapan yang ada dalam monolog atau dialog
- e. mengidentifikasi struktur kalimat yang ada dalam monolog atau dialog
- f. menjawab pertanyaan secara lisan terhadap dialog yang disimak
- g. menjawab pertanyaan secara tulisan terhadap dialog yang disimak

15. Jenis kegiatan *speaking* (berbicara) yang saya sukai adalah

- a. mempraktekkan dialog secara berpasangan
- b. mempraktekkan dialog berdasar gambar yang diberikan oleh guru
- c. bermain peran (*role play*)

- d. bertukar informasi antar teman dalam kelompok
- e. berdiskusi terhadap permasalahan tertentu dan mencari penyelesaiannya
- f. menceritakan tentang kehidupan sehari-hari

16. Jenis kegiatan *reading* (membaca) yang saya sukai adalah....

- a. membaca nyaring dengan pengucapan dan intonasi yang benar
- b. membaca sebuah teks lalu menjawab pertanyaan
- c. membaca dan mengurutkan kalimat menjadi paragraf utuh atau paragraf menjadi teks utuh
- d. mengartikan setiap kalimat dalam bacaan ke dalam Bahasa Indonesia
- e. menganalisa arti kosakata tertentu berdasarkan konteks yang dibaca

17. Jenis kegiatan *writing* (menulis) yang saya sukai adalah

- a. melengkapi kalimat sehingga menjadi satu kalimat yang utuh dan benar
- b. menyusun sebuah kalimat sehingga menjadi satu paragraf yang benar
- c. mengidentifikasi dan memperbaiki kesalahan struktur kalimat
- d. mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks
- e. menulis teks yang serupa dengan input teks yang diberikan oleh guru

18. Jenis kegiatan *penambahan kosakata* yang saya sukai adalah

- a. mencocokkan kata-kata bahasa inggris dengan makna yang telah disediakan
- b. mengartikan kata-kata bahasa inggris berdasarkan konteks yang dibaca/didengar

c. melengkapi kalimat/paragraf dengan kata yang disediakan

d. melengkapi kalimat/paragraf dengan kata-kata sendiri

19. Jenis kegiatan *belajar tata bahasa (grammar)* yang saya sukai adalah

- a. mengidentifikasi kesalahan struktur kalimat
- b. membenarkan kesalahan struktur kalimat
- c. menulis kalimat berdasar pola yang telah dipelajari

20. Jenis kegiatan *cara baca (pronunciation)* yang saya sukai adalah

- a. menirukan guru dengan keras
- b. diberikan *phonetic transcription* pada kata-kata yang sulit

21. Saya lebih suka mengerjakan tugas/kegiatan belajar Bahasa Inggris secara

- a. individu
- b. berpasangan
- c. berkelompok
- d. bekerjasama dengan semua teman di kelas

22. Dalam proses pembelajaran bahasa Inggris di kelas, saya lebih suka jika saya....

- a. hanya mendengarkan penjelasan guru
- b. ikut memecahkan masalah yang muncul selama proses pembelajaran
- c. menulis semua informasi yang saya dapatkan

23. Dalam mengerjakan tugas bahasa Inggris di kelas, saya lebih suka jika guru....

- a. membahas langsung jawaban tugas tersebut
- b. memberikan contoh terlebih dahulu sebelum meminta siswa mengerjakannya
- c. memberikan jawaban secara spontan bila siswa menemui kesulitan dalam mengerjakan tugas
- d. berkeliling sekedar untuk mengamati siswa dalam mengerjakan tugas
- e. berkeliling dengan memberikan komentar terhadap tugas yang sedang dikerjakan oleh siswa

Questionnaire for Materials Evaluation



**JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA**

Alamat: Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281

Kepada : Adik-adik kelas XI SMKN 1 Godean

Jurusan Multimedia (MM)

Sebagai tindak lanjut penelitian mengenai pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas XI program Multimedia SMKN 1 Godean, Sleman, maka dengan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner berikut ini.

Bagian pertama angket ini bertujuan untuk mengetahui pendapat adik-adik berkaitan dengan materi secara keseluruhan. Sedangkan bagian kedua kuesioner ini bertujuan untuk mengetahui tanggapan adik-adik mengenai task-task dalam materi pembelajaran Bahasa Inggris yang telah saya desain.

Kuesioner ini tidak bermaksud untuk menguji atau menilai adik-adik, melainkan untuk memberi gambaran tentang tanggapan adik-adik terhadap materi yang telah saya desain.

Akhirnya, atas kesediaan adik-adik untuk mengisi kuesioner ini saya sampaikan terimakasih.

*Untuk kritik dan saran, silakan
hubungi no atau e-mail berikut,
085641234678*

Yogyakarta, April 2011

Peneliti,

Mettayana Anggun Puspitasari

KUESIONER EVALUASI MATERI UNIT 1

Berilah tanda (√) pada salah satu pilihan saja.

Keterangan:

SS : Sangat Setuju TS : Tidak Setuju
 S : Setuju STS : Sangat Tidak Setuju
 R : Ragu-ragu

No.	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 1						
1.	Materi keseluruhan unit 1 ini sesuai dengan bidang dan kebutuhan siswa					
2.	Materi ini mampu meningkatkan kosakata siswa dalam bidang Multimedia dan meningkatkan penggunaan <i>grammar</i> secara benar.					
3.	Input materi dalam keseluruhan unit 1 beragam.					
4.	Input materi dalam keseluruhan unit 1 menarik dan mudah dipahami.					
5.	Topik materinya mendorong siswa untuk belajar bahasa Inggris.					
6.	Kegiatan dalam keseluruhan unit 1 beragam.					
7.	Latihan-latihannya tersusun dengan baik yaitu dari yang terpandu hingga yang mandiri					
8.	Perintah dalam setiap kegiatan pada keseluruhan unit 1 dapat dipahami.					
9.	Tampilan materi menarik.					
10.	Latihan dalam keseluruhan unit 1 beragam dari latihan yang dikerjakan sendiri hingga berpasangan.					
11.	Kegiatan dalam keseluruhan unit 1 mendorong siswa berpartisipasi aktif di kelas.					
12.	Kegiatan dalam keseluruhan unit 1 mendorong guru berpartisipasi dalam kelas (mengecek tugas siswa, berperan sebagai model pembelajaran, dll)					
Masukan lain:						
.....						
.....						
Task 1						
1	Task 1 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2	Input dalam Task 1 mudah dipahami dan sesuai dengan minat saya.					
3	Kegiatan dalam Task 1 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4	Task 1 efektif dikerjakan secara berkelompok					

No.	Pernyataan	SS	S	R	TS	STS
5	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6	Peran guru sebagai pengatur (<i>organizer</i>) dalam Task 1 sudah efektif					
Masukan lain untuk Task 1:						
.....						
.....						
Task 2						
1.	Task 2 efektif untuk meningkatkan kosakata saya.					
2.	Input dalam Task 2 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 2 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 2 efektif dikerjakan secara individu					
5.	Task 2 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 2 sudah efektif					
Masukan lain untuk Task 2:						
.....						
.....						
Task 3						
1.	Task 3 efektif untuk meningkatkan kemampuan mendengarkan (<i>listening</i>) saya.					
2.	Input dalam Task 3 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 3 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 3 efektif dikerjakan secara berpasangan.					
5.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif.					
6.	Peran guru sebagai fasilitator dalam Task 3 sudah efektif					
Masukan lain untuk Task 3:						
.....						
.....						
Task 4						
1.	Task 4 efektif untuk meningkatkan kemampuan berbicara (<i>speaking</i>) saya.					

No.	Pernyataan	SS	S	R	TS	STS
2.	Input dalam Task 4 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 4 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 4 efektif dikerjakan secara individu					
5.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai pengamat (<i>observer</i>) dalam Task 4 sudah efektif					
Masukan lain untuk Task 4:						
.....						
.....						
Task 5						
1.	Task 5 efektif untuk meningkatkan kosakata saya					
2.	Input dalam Task 5 mudah dipahami dan sesuai dengan minat saya.					
5.	Kegiatan dalam Task 5 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 5 efektif dikerjakan secara individu.					
5.	Task 5 memberi kesempatan pada siswa untuk berpartisipasi aktif.					
6.	Peran guru sebagai fasilitator dalam Task 5 sudah efektif					
Masukan lain untuk Task 5:						
.....						
.....						
Task 6						
1.	Task 6 memfasilitasi saya untuk memahami ekspresi yang digunakan dalam unit 1					
2.	Input dalam Task 6 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 6 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 6 efektif dikerjakan secara berpasangan					
5.	Task 6 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 6 sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Masukan lain untuk Task 6:						
.....						
.....						
Task 7						
1.	Task 7 efektif untuk memfasilitasi siswa dalam menggunakan ekspresi.					
2.	Input dalam Task 7 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 7 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 7 efektif dikerjakan secara berpasangan					
5.	Task 7 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam memahami bacaan dalam Task 7 sudah efektif					
Masukan lain untuk Task 7:						
.....						
.....						
Task 8						
1.	Task 8 efektif untuk meningkatkan kemampuan membaca (<i>reading</i>) saya.					
2.	Input dalam Task 8 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 8 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 8 efektif dikerjakan secara individu					
5.	Task 8 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 8 sudah efektif					
Masukan lain untuk Task 8:						
.....						
.....						
Task 9						
1.	Task 9 efektif untuk meningkatkan kosakata saya.					
2.	Input dalam Task 9 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 9 mudah dipahami dan membuat saya termotivasi untuk belajar.					

No.	Pernyataan	SS	S	R	TS	STS
4.	Task 9 efektif dikerjakan secara individu					
5.	Task 9 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 9 sudah efektif					
Masukan lain untuk Task 9:						
.....						
.....						
Task 10						
1.	Task 10 efektif membantu saya memahami text sebelumnya.					
2.	Input dalam Task 10 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 10 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 10 efektif dikerjakan secara berpasangan					
5.	Task 10 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 10 sudah efektif					
Masukan lain untuk Task 10:						
.....						
.....						
Task 11						
1.	Task 11 efektif untuk meningkatkan kemampuan menulis (<i>writing</i>) dan kosakata saya.					
2.	Input dalam Task 11 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 11 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 11 efektif dikerjakan secara berpasangan					
5.	Task 11 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 11 sudah efektif					
Masukan lain untuk Task 11:						
.....						
.....						

No.	Pernyataan	SS	S	R	TS	STS
Task 12						
1.	Task 12 efektif untuk membantu memahami <i>text</i>					
2.	Input dalam Task 12 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 12 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 12 efektif dikerjakan secara individu					
5.	Task 12 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 12 sudah efektif					
Masukan lain untuk Task 12:						
.....						
.....						
Task 13						
1.	Task 13 memfasilitasi saya memahami <i>recount text</i>					
2.	Input dalam Task 13 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 13 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 13 efektif dikerjakan secara berpasangan					
5.	Task 13 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 13 sudah efektif					
Masukan lain untuk Task 13:						
.....						
.....						
Task 14						
1.	Task 14 efektif untuk memfasilitasi siswa dalam penggunaan past tense dalam recount text.					
2.	Input dalam Task 14 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 14 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 14 efektif dikerjakan secara berpasangan					
5.	Task 14 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 14 sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Masukan lain untuk Task 14:						
.....						
.....						
Task 15						
1.	Task 15 efektif memfasilitasi saya menggunakan ekspresi-ekspresi yang saya pelajari di Unit 1 secara mandiri.					
2.	Input dalam Task 15 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 15 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 15 efektif dikerjakan secara berpasangan					
5.	Task 15 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai pemberi semangat (<i>feedback giver</i>) dalam Task 15 sudah efektif					
Masukan lain untuk Task 15:						
.....						
.....						
Task 16						
1.	Task 16 efektif untuk memfasilitasi saya untuk berlatih menulis recount text					
2.	Input dalam Task 16 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 16 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 16 efektif dikerjakan secara individu.					
5.	Task 16 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai pengamat (<i>observer</i>) dalam Task 16 sudah efektif					
Masukan lain untuk Task 16:						
.....						
.....						

KUESIONER EVALUASI MATERI UNIT 2

Berilah tanda (✓) pada salah satu pilihan saja.

Keterangan:

SS : Sangat Setuju TS : Tidak Setuju
 S : Setuju STS : Sangat Tidak Setuju
 R : Ragu-ragu

No.	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 2						
1.	Materi keseluruhan unit 2 ini sesuai dengan bidang dan kebutuhan siswa					
2.	Materi ini mampu meningkatkan kosakata siswa dalam bidang Multimedia dan meningkatkan penggunaan <i>grammar</i> secara benar.					
3.	Input materi dalam keseluruhan unit 2 beragam.					
4.	Input materi dalam keseluruhan unit 2 menarik dan mudah dipahami.					
5.	Topik materinya mendorong siswa untuk belajar bahasa Inggris.					
6.	Kegiatan dalam keseluruhan unit 2 beragam.					
7.	Latihan-latihannya tersusun dengan baik yaitu dari yang terpandu hingga yang mandiri					
8.	Perintah dalam setiap kegiatan pada keseluruhan unit 2 dapat dipahami.					
9.	Tampilan materi menarik.					
10.	Latihan dalam keseluruhan unit 2 beragam dari latihan yang dikerjakan sendiri hingga berpasangan.					
11.	Kegiatan dalam keseluruhan unit 2 mendorong siswa berpartisipasi aktif di kelas.					
12.	Kegiatan dalam keseluruhan unit 2 mendorong guru berpartisipasi dalam kelas (mengecek tugas siswa, berperan sebagai model pembelajaran, dll)					
Masukan lain:						
.....						
.....						
Task 1						
1	Task 1 efektif untuk memberikan gambaran tentang topik yang akan dibahas					

No.	Pernyataan	SS	S	R	TS	STS
2	Input dalam Task 1 mudah dipahami dan sesuai dengan minat saya.					
3	Kegiatan dalam Task 1 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4	Task 1 efektif dikerjakan secara berkelompok					
5	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6	Peran guru sebagai pengatur (<i>organizer</i>) dalam Task 1 sudah efektif					
Masukan lain untuk Task 1:						
.....						
.....						
Task 2						
1.	Task 2 efektif untuk meningkatkan kosakata saya.					
2.	Input dalam Task 2 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 2 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 2 efektif dikerjakan secara individu					
5.	Task 2 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 2 sudah efektif					
Masukan lain untuk Task 2:						
.....						
.....						
Task 3						
1.	Task 3 efektif untuk meningkatkan kemampuan mendengarkan (<i>listening</i>) saya.					
2.	Input dalam Task 3 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 3 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 3 efektif dikerjakan secara berpasangan.					
5.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif.					
6.	Peran guru sebagai fasilitator dalam Task 3 sudah efektif					
Masukan lain untuk Task 3:						
.....						
.....						

No.	Pernyataan	SS	S	R	TS	STS
Task 4						
1.	Task 4 efektif untuk meningkatkan kemampuan berbicara (<i>speaking</i>) saya.					
2.	Input dalam Task 4 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 4 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 4 efektif dikerjakan secara individu					
5.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai pengamat (<i>observer</i>) dalam Task 4 sudah efektif					
Masukan lain untuk Task 4:						
.....						
.....						
Task 5						
1.	Task 5 efektif untuk meningkatkan kosakata saya					
2.	Input dalam Task 5 mudah dipahami dan sesuai dengan minat saya.					
5.	Kegiatan dalam Task 5 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 5 efektif dikerjakan secara individu.					
5.	Task 5 memberi kesempatan pada siswa untuk berpartisipasi aktif.					
6.	Peran guru sebagai fasilitator dalam Task 5 sudah efektif					
Masukan lain untuk Task 5:						
.....						
.....						
Task 6						
1.	Task 6 memfasilitasi saya untuk memahami ekspresi yang digunakan dalam unit 2					
2.	Input dalam Task 6 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 6 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 6 efektif dikerjakan secara berpasangan					
5.	Task 6 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 6 sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Masukan lain untuk Task 6:						
.....						
.....						
Task 7						
1.	Task 7 efektif untuk memfasilitasi siswa dalam menggunakan ekspresi.					
2.	Input dalam Task 7 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 7 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 7 efektif dikerjakan secara berpasangan					
5.	Task 7 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam memahami bacaan dalam Task 7 sudah efektif					
Masukan lain untuk Task 7:						
.....						
.....						
Task 8						
1.	Task 8 efektif untuk meningkatkan kosakata saya.					
2.	Input dalam Task 8 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 8 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 8 efektif dikerjakan secara individu					
5.	Task 8 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 8 sudah efektif					
Masukan lain untuk Task 8:						
.....						
.....						
Task 9						
1.	Task 9 efektif untuk meningkatkan kemampuan membaca (<i>reading</i>) saya.					
2.	Input dalam Task 9 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 9 mudah dipahami dan membuat saya termotivasi untuk belajar.					

No.	Pernyataan	SS	S	R	TS	STS
4.	Task 9 efektif dikerjakan secara individu					
5.	Task 9 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 9 sudah efektif					
Masukan lain untuk Task 9:						
.....						
.....						
Task 10						
1.	Task 10 efektif membantu saya memahami text sebelumnya.					
2.	Input dalam Task 10 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 10 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 10 efektif dikerjakan secara berpasangan					
5.	Task 10 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 10 sudah efektif					
Masukan lain untuk Task 10:						
.....						
.....						
Task 11						
1.	Task 11 efektif untuk meningkatkan kemampuan menulis (<i>writing</i>) dan kosakata saya.					
2.	Input dalam Task 11 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 11 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 11 efektif dikerjakan secara berpasangan					
5.	Task 11 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 11 sudah efektif					
Masukan lain untuk Task 11:						
.....						
.....						

No.	Pernyataan	SS	S	R	TS	STS
Task 12						
1.	Task 12 efektif untuk membantu memahami <i>text</i>					
2.	Input dalam Task 12 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 12 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 12 efektif dikerjakan secara individu					
5.	Task 12 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 12 sudah efektif					
Masukan lain untuk Task 12:						
.....						
.....						
Task 13						
1.	Task 13 memfasilitasi saya memahami <i>procedural text</i>					
2.	Input dalam Task 13 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 13 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 13 efektif dikerjakan secara berpasangan					
5.	Task 13 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 13 sudah efektif					
Masukan lain untuk Task 13:						
.....						
.....						
Task 14						
1.	Task 14 efektif untuk memfasilitasi siswa dalam mengaplikasikan <i>procedural text</i> .					
2.	Input dalam Task 14 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 14 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 14 efektif dikerjakan secara berpasangan					
5.	Task 14 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 14 sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Masukan lain untuk Task 14:						
.....						
.....						
Task 15						
1.	Task 15 efektif memfasilitasi saya menggunakan ekspresi-ekspresi yang saya pelajari di Unit 2 secara mandiri.					
2.	Input dalam Task 15 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 15 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 15 efektif dikerjakan secara berpasangan					
5.	Task 15 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai pemberi semangat (<i>feedback giver</i>) dalam Task 15 sudah efektif					
Masukan lain untuk Task 15:						
.....						
.....						
Task 16						
1.	Task 16 efektif untuk memfasilitasi saya untuk berlatih menulis procedural text					
2.	Input dalam Task 16 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 16 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 16 efektif dikerjakan secara individu.					
5.	Task 16 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai pengamat (<i>observer</i>) dalam Task 16 sudah efektif					
Masukan lain untuk Task 16:						
.....						
.....						

KUESIONER EVALUASI MATERI UNIT 3

Berilah tanda (✓) pada salah satu pilihan saja.

Keterangan:

SS : Sangat Setuju TS : Tidak Setuju
 S : Setuju STS : Sangat Tidak Setuju
 R : Ragu-ragu

No.	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 3						
1.	Materi keseluruhan unit 2 ini sesuai dengan bidang dan kebutuhan siswa					
2.	Materi ini mampu meningkatkan kosakata siswa dalam bidang Multimedia dan meningkatkan penggunaan <i>grammar</i> secara benar.					
3.	Input materi dalam keseluruhan unit 3 beragam.					
4.	Input materi dalam keseluruhan unit 3 menarik dan mudah dipahami.					
5.	Topik materinya mendorong siswa untuk belajar bahasa Inggris.					
6.	Kegiatan dalam keseluruhan unit 3 beragam.					
7.	Latihan-latihannya tersusun dengan baik yaitu dari yang terpandu hingga yang mandiri					
8.	Perintah dalam setiap kegiatan pada keseluruhan unit 3 dapat dipahami.					
9.	Tampilan materi menarik.					
10.	Latihan dalam keseluruhan unit 3 beragam dari latihan yang dikerjakan sendiri hingga berpasangan.					
11.	Kegiatan dalam keseluruhan unit 3 mendorong siswa berpartisipasi aktif di kelas.					
12.	Kegiatan dalam keseluruhan unit 3 mendorong guru berpartisipasi dalam kelas (mengecek tugas siswa, berperan sebagai model pembelajaran, dll)					
Masukan lain:						
.....						
.....						
Task 1						
1	Task 1 efektif untuk memberikan gambaran tentang topik yang akan dibahas					

No.	Pernyataan	SS	S	R	TS	STS
2	Input dalam Task 1 mudah dipahami dan sesuai dengan minat saya.					
3	Kegiatan dalam Task 1 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4	Task 1 efektif dikerjakan secara berkelompok					
5	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6	Peran guru sebagai pengatur (<i>organizer</i>) dalam Task 1 sudah efektif					
Masukan lain untuk Task 1:						
.....						
.....						
Task 2						
1.	Task 2 efektif untuk meningkatkan kosakata saya.					
2.	Input dalam Task 2 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 2 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 2 efektif dikerjakan secara individu					
5.	Task 2 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 2 sudah efektif					
Masukan lain untuk Task 2:						
.....						
.....						
Task 3						
1.	Task 3 efektif untuk meningkatkan kemampuan mendengarkan (<i>listening</i>) saya.					
2.	Input dalam Task 3 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 3 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 3 efektif dikerjakan secara berpasangan.					
5.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif.					
6.	Peran guru sebagai fasilitator dalam Task 3 sudah efektif					
Masukan lain untuk Task 3:						
.....						
.....						

No.	Pernyataan	SS	S	R	TS	STS
Task 4						
1.	Task 4 efektif untuk meningkatkan kemampuan berbicara (<i>speaking</i>) saya.					
2.	Input dalam Task 4 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 4 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 4 efektif dikerjakan secara individu					
5.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai pengamat (<i>observer</i>) dalam Task 4 sudah efektif					
Masukan lain untuk Task 4:						
.....						
.....						
Task 5						
1.	Task 5 efektif untuk meningkatkan kosakata saya					
2.	Input dalam Task 5 mudah dipahami dan sesuai dengan minat saya.					
5.	Kegiatan dalam Task 5 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 5 efektif dikerjakan secara individu.					
5.	Task 5 memberi kesempatan pada siswa untuk berpartisipasi aktif.					
6.	Peran guru sebagai fasilitator dalam Task 5 sudah efektif					
Masukan lain untuk Task 5:						
.....						
.....						
Task 6						
1.	Task 6 memfasilitasi saya untuk memahami ekspresi yang digunakan dalam unit 2					
2.	Input dalam Task 6 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 6 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 6 efektif dikerjakan secara berpasangan					
5.	Task 6 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 6 sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Masukan lain untuk Task 6:						
.....						
.....						
Task 7						
1.	Task 7 efektif untuk memfasilitasi siswa dalam menggunakan ekspresi.					
2.	Input dalam Task 7 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 7 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 7 efektif dikerjakan secara berpasangan					
5.	Task 7 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam memahami bacaan dalam Task 7 sudah efektif					
Masukan lain untuk Task 7:						
.....						
.....						
Task 8						
1.	Task 8 efektif untuk meningkatkan kosakata saya.					
2.	Input dalam Task 8 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 8 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 8 efektif dikerjakan secara individu					
5.	Task 8 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 8 sudah efektif					
Masukan lain untuk Task 8:						
.....						
.....						
Task 9						
1.	Task 9 efektif untuk meningkatkan kemampuan membaca (<i>reading</i>) saya.					
2.	Input dalam Task 9 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 9 mudah dipahami dan membuat saya termotivasi untuk belajar.					

No.	Pernyataan	SS	S	R	TS	STS
4.	Task 9 efektif dikerjakan secara individu					
5.	Task 9 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 9 sudah efektif					
Masukan lain untuk Task 9:						
.....						
.....						
Task 10						
1.	Task 10 efektif membantu saya memahami text sebelumnya.					
2.	Input dalam Task 10 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 10 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 10 efektif dikerjakan secara berpasangan					
5.	Task 10 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 10 sudah efektif					
Masukan lain untuk Task 10:						
.....						
.....						
Task 11						
1.	Task 11 efektif untuk meningkatkan kemampuan menulis (<i>writing</i>) saya.					
2.	Input dalam Task 11 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 11 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 11 efektif dikerjakan secara berpasangan					
5.	Task 11 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 11 sudah efektif					
Masukan lain untuk Task 11:						
.....						
.....						

No.	Pernyataan	SS	S	R	TS	STS
Task 12						
1.	Task 12 efektif untuk meningkatkan kosakata saya.					
2.	Input dalam Task 12 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 12 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 12 efektif dikerjakan secara individu					
5.	Task 12 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 12 sudah efektif					
Masukan lain untuk Task 12:						
.....						
.....						
Task 13						
1.	Task 13 memfasilitasi saya memahami <i>memo</i>					
2.	Input dalam Task 13 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 13 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 13 efektif dikerjakan secara berpasangan					
5.	Task 13 memberi kesempatan pada siswa untuk berpartisipasi aktif					
6.	Peran guru sebagai model dalam Task 13 sudah efektif					
Masukan lain untuk Task 13:						
.....						
.....						
Task 14						
1.	Task 14 efektif untuk memfasilitasi siswa dalam pembuatan memo					
2.	Input dalam Task 14 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 14 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 14 efektif dikerjakan secara berpasangan					
5.	Task 14 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai fasilitator dalam Task 14 sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Masukan lain untuk Task 14:						
.....						
.....						
Task 15						
1.	Task 15 efektif memfasilitasi saya menggunakan ekspresi-ekspresi yang saya pelajari di Unit 3 secara mandiri.					
2.	Input dalam Task 15 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 15 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 15 efektif dikerjakan secara berpasangan					
5.	Task 15 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai pemberi semangat (<i>feedback giver</i>) dalam Task 15 sudah efektif					
Masukan lain untuk Task 15:						
.....						
.....						
Task 16						
1.	Task 16 efektif untuk memfasilitasi saya untuk berlatih menulis memo					
2.	Input dalam Task 16 mudah dipahami dan sesuai dengan minat saya.					
3.	Kegiatan dalam Task 16 mudah dipahami dan membuat saya termotivasi untuk belajar.					
4.	Task 16 efektif dikerjakan secara individu.					
5.	Task 16 memberi kesempatan pada saya untuk berpartisipasi aktif					
6.	Peran guru sebagai pengamat (<i>observer</i>) dalam Task 16 sudah efektif					
Masukan lain untuk Task 16:						
.....						
.....						

Interview Guideline

1. What do you think about the materials?
2. Is the topic interesting to you?
3. How about the input and activities? Is the input suitable with Multimedia study program?
4. Is the instruction given in each task clear?
5. How about the activities Task 1? Is it interesting?
6. What do you think about the input?
7. What are the teacher's and learners' role in the task?
8. How about Task 2, Task 3, Task 4, etc.?

References: Brown (2001) and Nunan (2004)

Appendix C

Table 2: The Results of Needs Analysis

Aspects	Questions	Students' needs	%
Goal	1. Pembelajaran Bahasa Inggris seharusnya bisa membuat saya	a. mampu menguasai kosakata (<i>vocabulary</i>) yang berkaitan dengan bidang kejuruan saya (<i>multimedia</i>)	26.44%
		b. mampu menggunakan tata bahasa (<i>structure</i>) dengan baik	21.84%
		c. mampu menggunakan ungkapan-ungkapan (<i>expressions</i>) yang digunakan sehari-hari secara formal maupun informal dengan baik	17.24%
		d. mampu membedakan ungkapan formal dan ungkapan informal dalam teks lisan monolog ataupun dialog	6.90%
		e. mampu menggunakan ungkapan-ungkapan dalam situasi formal dan informal	6.90%
		f. mampu berkomunikasi secara lisan dengan menggunakan bahasa Inggris sederhana dengan baik dalam kehidupan sehari-hari	20.70%
Input	2. Input pembelajaran <i>listening</i> yang saya inginkan...	a. diberikan model monolog/dialog	9.84%
		b. bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian (misal, siaran berita, acara radio, film, lagu, dll)	27.87%
		c. native speaker (penutur	9.84%

		asli bahasa Inggris)	
		d. menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa	9.84%
		e. disertai daftar kosakata baru yang akan digunakan dalam monolog/dialog yang akan diperdengarkan	19.67%
		f. dilengkapi dengan gambar	22.95%
	3. Panjang input teks <i>listening</i> yang saya inginkan...	a. 200 kata – 250 kata	64.70%
		b. 250 kata – 300 kata	29.41%
		c. 300 kata – 350 kata	2.94%
		d. 350 kata – 400 kata	2.94%
	4. Topik input teks <i>listening</i> yang saya inginkan adalah tentang...	a. pariwisata	13.33%
		b. teknologi	86.66%
		c. pemasaran	0
	5. Input pembelajaran <i>speaking</i> yang saya inginkan...	a. diberikan model monolog/dialog	15.90%
		b. bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian	34.09%
		c. diperkenalkan kosakata yang berkaitan dengan teks yang akan disimak	29.55%
		d. diperkenalkan ungkapan-ungkapan yang berkaitan dengan teks	20.45%
	6. Panjang input teks <i>speaking</i> yang saya inginkan...	a. 200 kata – 250 kata	64.71%
		b. 250 kata – 300 kata	32.35%
		c. 300 kata – 350 kata	0
		d. 350 kata – 400 kata	2.94%
	7. Topik input teks <i>speaking</i> yang saya inginkan adalah tentang...	a. pariwisata	26.66%
		b. teknologi	70%
		c. pemasaran	3.33%

	8. Input pembelajaran <i>reading</i> yang saya inginkan...	a. bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian (misal, pada kemasan barang, label, resep dalam kemasan makanan, iklan, jadwal, dll)	44.44%
		b. menggambarkan konteks kehidupan sehari-hari tetapi sudah disesuaikan dengan kebutuhan siswa	12.96%
		c. disertai daftar kosakata baru yang akan digunakan dalam teks	31.48%
		d. teks disertai gambar	11.11%
	9. Panjang input teks <i>reading</i> yang saya inginkan...	a. 200 kata – 250 kata	54.28%
		b. 250 kata – 300 kata	17.14%
		c. 300 kata – 350 kata	22.86%
		d. 350 kata – 400 kata	5.71%
	10. Topik input teks <i>reading</i> yang saya inginkan adalah tentang...	a. pariwisata	33.33%
		b. teknologi	57.57%
		c. pemasaran	9.09%
	11. Input pembelajaran <i>writing</i> yang saya inginkan...	a. diberikan contoh terlebih dahulu	12.5%
		b. diperkenalkan kosakata yang berkaitan dengan teks yang akan ditulis	25%
		c. diperkenalkan struktur kalimat yang berkaitan dengan teks yang akan ditulis	47.92%
		d. berkaitan dengan multimedia	14.58%
	12. Panjang input teks <i>writing</i> yang saya inginkan...	a. 200 kata – 250 kata	82.35%
		b. 250 kata – 300 kata	8.82%
		c. 300 kata – 350 kata	2.94%
		d. 350 kata – 400 kata	5.88%
	13. Topik input teks	a. pariwisata	32.35%

	<i>writing</i> yang saya inginkan adalah tentang...	b. teknologi	61.76%
		c. pemasaran	5.88%
Activities	14. Jenis kegiatan <i>listening</i> (mendengarkan) yang saya sukai adalah	a. mendiskusikan isi monolog atau dialog	10.20%
		b. mengidentifikasi kosakata kunci (<i>keyword</i>) yang ada dalam monolog atau dialog yang akan disimak	14.28%
		c. mengidentifikasi tokoh, tempat, atau waktu yang ada dalam dialog	28.57%
		d. mengidentifikasi ungkapan yang ada dalam monolog atau dialog	6.12%
		e. mengidentifikasi struktur kalimat yang ada dalam monolog atau dialog	16.33%
		f. menjawab pertanyaan secara lisan terhadap dialog yang disimak	10.20%
		g. menjawab pertanyaan secara tulisan terhadap dialog yang disimak	14.28%
	15. Jenis kegiatan <i>speaking</i> (berbicara) yang saya sukai adalah	a. mempraktekkan dialog secara berpasangan	43.48%
		b. mempraktekkan dialog berdasar gambar yang diberikan oleh guru	15.22%
		c. bermain peran (role play)	17.39%
		d. bertukar informasi antar teman dalam kelompok	8.69%
		e. berdiskusi terhadap permasalahan tertentu dan mencari penyelesaiannya	4.35%
		f. menceritakan tentang	10.87%

		kehidupan sehari-hari	
	16. Jenis kegiatan <i>reading</i> (membaca) yang saya sukai adalah....	a. membaca nyaring dengan pengucapan dan intonasi yang benar	34.09%
		b. membaca sebuah teks lalu menjawab pertanyaan	25%
		c. membaca dan mengurutkan kalimat menjadi paragraf utuh atau paragraf menjadi teks utuh	6.81%
		d. mengartikan setiap kalimat dalam bacaan ke dalam Bahasa Indonesia	20.45%
		e. menganalisa arti kosakata tertentu berdasarkan konteks yang dibaca	13.64%
	17. Jenis kegiatan <i>writing</i> (menulis) yang saya sukai adalah	a. melengkapi kalimat sehingga menjadi satu kalimat yang utuh dan benar	24.44%
		b. menyusun sebuah kalimat sehingga menjadi satu paragraf yang benar	24.44%
		c. mengidentifikasi dan memperbaiki kesalahan struktur kalimat	22.22%
		d. mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks	15.55%
		e. menulis teks yang serupa dengan input teks yang diberikan oleh guru	13.33%
	18. Jenis kegiatan <i>penambahan kosakata</i> yang saya sukai adalah	a. mencocokkan kata-kata bahasa inggris dengan makna yang telah disediakan	27.77%
		b. mengartikan kata-kata	31.81%

		bahasa inggris berdasarkan konteks yang dibaca/didengar	
		c. melengkapi kalimat/paragraf dengan kata yang disediakan	38.64%
		d. melengkapi kalimat/paragraf dengan kata-kata sendiri	2.27%
	19. Jenis kegiatan <i>belajar tata bahasa (grammar)</i> yang saya sukai adalah	a. mengidentifikasi kesalahan struktur kalimat	20.59%
		b. membenarkan kesalahan struktur kalimat	17.67%
		c. menulis kalimat berdasar pola yang telah dipelajari	61.76%
	20. Jenis kegiatan <i>cara baca (pronunciation)</i> yang saya sukai adalah	a. menirukan guru dengan keras	32.35%
		b. diberikan <i>phonetic transcription</i> pada kata-kata yang sulit	67.65%
Setting	21. Saya lebih suka mengerjakan tugas/kegiatan belajar Bahasa Inggris secara	a. individu	7.5%
		b. berpasangan	45%
		c. berkelompok	30%
		d. bekerjasama dengan semua teman di kelas	17.5%
Learners' role	22. Dalam proses pembelajaran bahasa Inggris di kelas, saya lebih suka jika saya....	a. hanya mendengarkan penjelasan guru	12.19%
		b. ikut memecahkan masalah yang muncul selama proses pembelajaran	46.34%
		c. menulis semua informasi yang saya dapatkan	41.46%
Teachers' role	23. Dalam mengerjakan tugas bahasa Inggris di kelas, saya lebih suka jika guru....	a. membahas langsung jawaban tugas tersebut	10.42%
		b. memberikan contoh terlebih dahulu sebelum meminta siswa mengerjakannya	62.5%

		c. memberikan jawaban secara spontan bila siswa menemui kesulitan dalam mengerjakan tugas	6.25%
		d. berkeliling sekedar untuk mengamati siswa dalam mengerjakan tugas	0
		e. berkeliling dengan memberikan komentar terhadap tugas yang sedang dikerjakan oleh siswa	20.83%

Table 5: The Result of Material Evaluation of Task 2 in Unit 1

The Students																																	Mean				
The Items	5	3	4	4	4	4	4	5	4	4	4	5	5	4	5	5	4	4	4	4	5	4	5	4	4	4	5	5	4	4	4	5	5	5	4	4.333333	
	4	4	5	4	4	4	5	4	4	4	4	5	4	4	4	5	5	4	5	4	4	5	4	5	5	4	4	4	5	4	4	5	5	4	4	4.333333	
	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	5	4	5	5	4	4	5	4	4	5	4	5	4	4.194444	
	4	5	5	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4.194444	
	4	4	4	4	5	5	4	5	4	4	5	5	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4.277778
	4	4	4	4	4	4	4	4	4	5	5	4	5	5	4	3	5	4	4	5	5	4	4	5	5	5	4	4	5	4	5	5	4	5	5	4	4.388889

Table 6: The Result of Material Evaluation of Task 3 in Unit 1

The Students																																	Mean				
The Items	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4.166667			
	5	4	4	4	4	5	5	4	4	5	4	5	4	4	5	4	5	4	4	5	5	4	5	5	4	4	4	4	4	3	4	4	5	4	4	4.305556	
	4	5	5	5	4	4	4	4	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	5	4	3	4	4	4	4	4	4	4.194444		
	4	4	4	4	4	4	4	5	4	5	4	3	4	4	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4	5	5	5	4	4.194444	
	4	4	5	5	4	4	5	5	4	4	4	5	5	4	4	4	4	4	4	5	4	4	4	3	4	4	4	4	4	5	5	4	5	5	5	4	4.305556
	5	4	4	4	5	4	5	5	5	4	4	4	3	4	4	5	4	4	5	4	4	4	4	4	5	4	4	4	4	5	5	4	5	5	4	4	4.305556

Table 7: The Result of Material Evaluation of Task 4 in Unit 1

The Students																																	Mean				
The Items	5	5	4	4	4	3	4	4	3	5	4	4	3	4	4	5	3	4	5	5	4	3	4	4	4	4	3	5	4	4	4	4	5	4	5	4.083333	
	4	4	3	5	4	5	4	3	4	5	5	5	5	4	4	4	4	5	5	5	5	3	3	5	5	4	4	4	4	4	3	4	4	3	4	5	4.194444
	5	5	4	4	3	5	3	4	4	5	4	4	4	3	5	4	4	5	4	5	4	4	4	3	5	4	3	3	5	3	4	5	3	4	4	4	4.055556
	4	4	5	4	4	4	4	3	5	5	3	3	5	5	5	3	3	3	4	4	4	4	5	4	4	4	3	5	5	4	4	4	4	3	3	4	4
	5	5	3	5	5	4	4	5	4	5	5	4	5	3	5	5	4	3	3	3	5	4	3	5	4	4	4	3	4	4	5	4	3	4	4	5	4.166667
	5	4	5	5	5	3	3	5	4	4	4	4	4	3	3	4	5	5	4	4	4	4	4	4	4	4	4	5	4	4	5	4	5	4	4	4	4	4.166667

Table 11: The Result of Material Evaluation of Task 8 in Unit 1

The Students																																			Mean	
The Items	5	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	3	4	4	5	4	4	5	5	4	4	4	5	4	5	4	4	4	4	4.194444
	4	4	4	4	5	5	5	4	4	4	4	4	5	4	5	4	4	4	4	5	4	4	4	4	4	5	5	5	4	5	4	4	5	4	5	4.333333
	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	5	4	4	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4	4.166667	
	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	5	4	4	5	4	4	4	3	4	4	4	4	4	4	5	4.111111	
	4	4	4	5	4	4	4	4	5	4	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4	4	4	5	4	4	4	5	5	4	4	4.222222
	4	4	4	5	4	4	5	4	4	4	4	4	4	4	5	4	4	5	4	5	5	4	5	4	4	4	5	4	4	4	5	5	4	5	4.333333	

Table 12: The Result of Material Evaluation of Task 9 in Unit 1

The Students																																			Mean	
The Items	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	4	4	4.138889		
	5	3	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	5	4	5	4	4	4	4	4	5	4	5	5	4	5	4	5	4.25	
	4	4	4	3	3	4	4	4	4	4	4	5	5	4	4	4	4	5	4	5	5	5	4	4	5	4	4	4	5	4	4	4	4	4.166667		
	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	5	4	4	4	4	4	5	4	5	4	5	4	4.222222	
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	5	4	4	5	4	5	4	4	5	5	5	4	4.25
	5	4	3	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	4	4.166667

Table 13: The Result of Material Evaluation of Task 10 in Unit 1

The Students																																			Mean		
The Items	4	4	4	4	5	4	4	4	4	5	3	4	4	4	5	4	5	4	5	4	4	5	5	4	4	5	4	5	5	4	4	4	5	5	4	5	4.333333
	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	5	5	4	4	5	5	4	5	4	4	4	4	5	4	4	4	5	4	5	5	4.222222
	4	4	4	4	5	5	5	4	5	4	4	5	4	5	4	4	5	5	5	5	5	5	4	4	4	4	5	4	4	4	4	4	5	4	5	5	4.444444
	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	3	4	4	4	5	5	4	4	4	4	4	4	4	4.083333
	4	4	4	4	4	4	4	4	4	5	4	4	5	4	5	4	4	4	5	4	5	4	4	4	4	5	4	5	3	5	4	5	4	4	5	4	4.25
	5	4	4	4	5	4	5	4	4	5	3	4	4	5	4	4	5	4	5	4	5	4	4	5	4	4	4	4	4	4	4	5	4	4	5	5	4	4.305556

Table 14: The Result of Material Evaluation of Task 11 in Unit 1

The Students																																		Mean				
The Items	4	4	5	4	4	5	5	4	3	4	4	4	3	4	5	5	4	5	5	4	4	3	4	4	4	3	4	4	5	4	3	3	4	4	4	5	4.083333	
	5	4	4	4	4	4	4	4	4	4	4	4	5	4	3	4	5	4	4	4	4	4	5	4	4	5	4	4	5	4	4	4	4	4	4	4.138889		
	4	4	4	5	3	5	4	4	5	4	4	4	4	4	4	4	4	4	4	3	5	4	4	5	5	4	5	4	4	4	5	4	4	4	4	4.166667		
	3	4	4	4	4	4	5	4	3	5	4	3	4	4	5	3	4	5	5	4	5	4	4	4	5	3	4	5	4	3	4	4	4	4	5	5	4.111111	
	5	4	5	4	3	4	4	3	4	4	4	4	4	4	4	3	4	5	4	3	3	4	4	4	4	3	4	4	4	3	4	4	5	3	4	4	5	3.916667
	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	4	5	4	4	3	4	4	4	3	4	4	3	5	4	3	5	3.972222

Table 15: The Result of Material Evaluation of Task 12 in Unit 1

The Students																																		Mean			
The Items	4	4	5	4	4	4	3	4	4	4	5	5	4	4	4	4	3	3	4	4	5	5	4	4	4	4	4	3	4	5	4	4	4	5	4	4	4.083333
	4	5	4	5	5	5	4	5	4	4	4	5	3	5	3	4	4	4	4	3	5	4	4	4	4	4	4	4	5	4	3	4	5	4	5	4.194444	
	4	4	5	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	3	4	4	4	4	4.111111	
	5	5	4	5	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	4	4	3	4	3	3	4.138889	
	5	3	4	5	3	4	4	4	3	4	4	5	4	3	4	5	4	4	4	4	3	4	4	3	5	4	4	3	3	4	4	3	4	4	4	5	3.916667
	4	4	3	5	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4	5	3	4	3	5	3	3	5	4	4	3	4	4	4	5	3	5	4.055556

Table 16: The Result of Material Evaluation of Task 13 in Unit 1

The Students																																		Mean		
The Items	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	5	4	4	5	5	4	4	4	5	4	4	4	4	4	5	3	4.166667
	4	5	5	4	5	5	4	4	4	4	5	4	4	4	5	4	4	4	4	4	4	5	5	4	4	4	4	5	4	4	4	4	4	4	4	4.25
	4	5	5	5	4	4	5	4	4	5	5	4	4	4	5	4	4	4	4	5	4	4	4	4	5	4	3	4	3	5	3	4	4	4	4.194444	
	4	4	4	5	4	5	4	4	4	4	5	5	4	4	4	3	4	4	4	5	5	4	4	4	4	5	4	4	4	4	5	4	3	4	4	4.166667
	4	4	4	5	5	5	4	5	4	4	5	5	4	4	4	4	5	4	5	5	4	4	4	4	4	4	5	4	5	4	4	5	4	4	3	4.305556
	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	5	5	5	5	5	4	4	5	4	4	4	4	4	5	4	5	5	4	4	4.277778

Table 17: The Result of Material Evaluation of Task 14 in Unit 1

The Students																																		Mean		
The Items	5	4	4	5	4	4	5	4	5	4	4	4	4	4	4	4	4	4	3	3	4	3	4	3	3	4	4	4	4	4	3	3	4	4	5	3.944444
	3	4	4	4	3	4	4	3	4	4	4	5	4	4	5	4	5	4	4	4	4	3	3	4	4	4	5	5	5	4	4	4	4	4	5	4.055556
	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	5	4	5	4	4	4	4	5	5	4	4	4	4	4	5	4	5	5	5	4.277778
	4	4	5	4	4	5	4	5	4	4	4	4	4	5	5	5	4	3	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.166667	
	4	5	4	5	4	4	4	5	4	5	5	5	4	4	4	4	5	5	5	5	5	5	4	4	4	5	5	5	4	3	4	4	4	4	4	4.388889
	4	4	4	4	5	5	5	4	3	4	4	5	4	5	4	4	4	5	4	4	4	4	5	5	4	4	4	4	4	4	5	4	4	5	4	4	4.25

Table 18: The Result of Material Evaluation of Task 15 in Unit 1

The Students																																		Mean		
The Items	4	4	4	5	4	4	4	4	4	5	4	4	4	5	5	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	3	4	4	5	4.166667	
	4	4	4	5	4	4	4	4	4	5	4	5	4	4	3	4	3	4	4	5	4	4	4	4	4	5	4	4	5	5	4	4	4	4.166667		
	4	3	4	5	4	4	4	4	4	5	4	4	4	5	4	4	4	4	5	4	4	4	4	5	4	3	3	3	3	4	4	3	4.027778			
	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4		
	4	5	4	4	4	4	4	4	4	4	5	3	4	5	3	4	3	5	5	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4.111111	
	4	5	4	4	4	3	5	4	4	5	4	4	4	5	4	4	4	5	5	5	4	4	4	4	4	4	5	4	5	5	4	3	4	4	3	4	4.194444

Table 19: The Result of Material Evaluation of Task 16 in Unit 1

The Students																																		Mean			
The Items	4	5	4	5	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	3	4	4	5	4	4	4	4	3	4	3	5	5	5	4	4.138889		
	4	4	4	4	5	4	4	5	4	4	5	4	5	5	4	4	5	4	4	4	3	4	3	4	5	5	5	4	4	4	3	5	4	4	3	5	4.194444
	4	4	4	4	4	4	3	4	4	4	4	4	5	4	4	4	3	4	5	4	4	4	5	4	4	5	4	4	4	4	5	4	5	3	4.111111		
	3	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	5	4	5	4	4.055556	
	4	4	5	4	4	4	3	5	4	4	5	3	4	5	4	3	4	4	5	3	5	4	4	3	5	4	5	3	3	4	4	4	4	3	3	4	3.972222
	4	5	5	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	3	3	4	3	5	4.027778

2. Unit 2

Table 20: The Result of Material Evaluation of Unit 2 in a Whole

The Students																																				Mean			
The Items	5	4	4	4	4	4	4	4	4	5	4	5	4	5	3	3	4	4	4	4	5	5	4	4	3	4	4	4	4	4	4	4	4	3	4	5	4.083333		
	4	5	4	4	4	5	5	4	4	5	4	4	3	4	4	4	4	5	4	4	4	5	4	3	4	4	5	4	4	4	4	4	5	5	4	4	4.194444		
	4	4	4	4	4	5	4	5	4	4	4	4	5	4	4	4	4	4	5	4	4	4	3	3	4	4	4	4	5	4	3	4	4	5	5	5	4.138889		
	5	5	4	4	4	4	4	3	4	4	5	5	4	4	5	3	4	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4.083333		
	5	3	4	4	4	5	5	5	4	3	5	5	4	3	3	4	4	4	5	4	4	3	4	4	5	4	4	4	3	3	4	4	4	4	4	4	4.027778		
	5	5	4	4	4	3	5	4	4	5	4	3	4	4	4	4	4	4	4	5	4	4	4	4	3	4	5	4	5	4	5	4	5	4	5	5	4	4.194444	
	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	5	4	5	4	4	4.194444	
	4	4	4	5	4	5	5	4	4	4	4	5	5	4	4	5	5	4	4	4	5	4	4	5	4	5	4	4	4	5	5	4	5	5	4	5	5	4	4.388889
	4	5	4	5	4	5	4	5	5	4	5	4	4	4	4	5	4	4	4	5	5	3	4	4	5	4	4	5	4	5	4	5	5	4	5	5	4	4	4.361111
	5	4	4	4	4	4	4	4	4	5	4	4	4	4	5	5	4	4	4	4	4	4	4	4	3	5	3	4	4	4	4	4	4	4	4	4	5	4.111111	
	4	4	4	4	5	5	5	4	4	4	4	4	4	5	4	4	4	5	5	3	4	4	4	4	4	4	4	5	5	5	4	4	4	4	4	4	4	4	4.222222
	4	4	4	4	4	4	5	4	4	4	4	4	5	5	5	4	4	4	4	4	5	4	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4.25

Table 21: The Result of Material Evaluation of Task 1 in Unit 2

The Students																																			Mean			
The Items	5	5	3	4	4	5	4	4	4	4	4	3	3	4	4	4	4	5	4	5	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4.027778	
	4	4	4	5	4	5	5	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4.194444	
	5	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	4	5	4	4	4	5	4	5	4	4	4	4	5	4	4	4	4	4.222222	
	4	4	4	5	4	5	3	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	5	4	4	5	4	4	5	4	4	4	4.194444	
	5	5	4	4	4	4	4	4	5	4	5	5	4	4	4	4	4	5	4	4	5	4	4	5	5	4	4	5	4	4	5	4	4	5	4	4	5	4.333333
	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4.138889

Table 25: The Result of Material Evaluation of Task 5 in Unit 2

The Students																																			Mean	
The Items	5	4	3	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	3	5	4	5	4	4	4	4	5	4.138889
	4	4	4	4	5	3	3	5	4	5	4	4	4	4	4	3	4	4	4	4	4	5	4	5	4	5	4	4	5	4	4	4	5	4	4	4.138889
	4	5	4	4	5	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	5	3	5	5	4	5	4	4	4	4	3	4.194444
	4	4	4	4	5	4	5	5	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	5	4	4.138889
	4	4	4	4	4	4	4	4	4	4	3	5	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	4.027778
	4	4	4	4	4	4	5	4	5	4	4	4	4	5	4	5	4	5	4	4	4	4	4	4	4	3	3	4	4	4	3	5	4	4	4	5	4.111111

Table 26: The Result of Material Evaluation of Task 6 in Unit 2

The Students																																			Mean	
The Items	5	4	4	4	4	5	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4	5	4.194444	
	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4.138889	
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	4	4.083333	
	4	4	5	4	4	5	5	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4.138889	
	5	4	5	3	4	4	4	4	4	5	4	4	3	3	4	4	4	5	5	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	5	4.027778
	5	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	5	4	5	5	4	5	4	4	4.277778

Table 27: The Result of Material Evaluation of Task 7 in Unit 2

The Students																																			Mean			
The Items	4	4	4	5	4	4	4	5	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	5	4	4.194444		
	4	4	4	4	3	4	4	3	4	4	4	4	4	5	4	4	5	4	3	4	4	4	5	5	5	4	4	4	4	4	4	4	4	4	5	4	4.083333	
	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	5	3	4	4	4	5	4	4	4.138889	
	4	5	4	4	5	5	4	4	4	4	4	5	5	4	5	4	4	4	4	5	4	4	4	4	3	4	4	4	5	4	4	4	4	5	5	4	4	4.25
	4	4	5	4	5	5	5	4	4	5	4	5	5	5	4	5	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4.194444
	4	4	5	4	5	4	4	4	4	5	4	4	4	4	4	4	5	4	5	4	4	4	4	5	4	5	4	4	5	4	4	4	5	4	4	4	4	4	4.25

Table 28: The Result of Material Evaluation of Task 8 in Unit 2

The Students																																		Mean			
The Items	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	3	4	4	5	5	4	4	5	5	4	4	5	4	5	4	4	4	4	4.194444	
	4	4	3	4	5	4	3	4	4	4	4	3	5	4	5	3	4	4	4	3	4	4	3	4	4	5	4	3	5	4	4	5	4	5	4	4	
	4	4	4	4	4	4	5	3	4	4	4	4	5	4	4	4	4	4	5	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4	4	4.138889	
	4	4	4	5	4	5	4	4	4	3	4	4	4	4	4	4	5	4	4	4	4	4	5	4	5	4	3	4	4	4	4	4	4	4	5	4.111111	
	4	4	4	5	5	4	4	4	5	4	4	3	3	4	4	4	4	4	4	4	5	4	4	5	4	5	4	4	5	4	4	4	5	5	4	4	4.194444
	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	3	4	5	4	4	4	5	5	4	5	4.166667	

Table 29: The Result of Material Evaluation of Task 9 in Unit 2

The Students																																			Mean		
The Items	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	3	5	4	4	5	4	4	4	4	4.083333
	4	4	4	4	4	4	4	3	5	4	4	4	5	4	4	4	3	4	4	4	3	4	5	4	4	4	4	4	4	5	4	3	5	4	5	4.055556	
	4	5	5	4	4	4	4	4	4	4	5	5	4	4	4	3	5	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4.166667	
	4	4	4	4	4	5	4	5	4	4	3	3	4	5	4	4	4	4	4	4	4	3	3	4	4	5	4	4	4	4	4	4	4	5	5	4	4.055556
	5	4	4	4	4	4	4	4	5	4	5	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4.194444
	4	5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	4	4	5	4	5	3	4	4	4	5	4	4	4	4.138889	

Table 30: The Result of Material Evaluation of Task 10 in Unit 2

The Students																																				Mean	
The Items	5	4	5	4	4	4	4	4	4	4	4	3	4	4	4	4	5	4	3	4	4	4	4	4	4	4	4	4	4	4	4	5	3	4	5	4.055556	
	4	4	4	4	4	4	3	4	4	4	4	3	4	5	4	5	5	5	4	4	5	3	4	5	4	4	4	3	4	4	4	5	4	5	5	4.138889	
	4	4	5	3	5	4	4	4	5	3	4	4	4	5	5	5	3	5	3	5	5	4	4	4	4	3	4	4	3	4	4	5	4	5	5	4.166667	
	5	4	4	4	4	5	4	4	4	4	4	4	5	4	4	5	5	4	5	4	4	4	4	4	5	4	4	5	5	4	4	4	4	3	4	4	4.222222
	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	5	5	4	4	5	5	4	5	3	4	4	5	4	4	5	4	4.25
	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	5	4	5	4	5	4	4	4	4	4	4	5	4	4	5	5	4	4.222222

Table 31: The Result of Material Evaluation of Task 11 in Unit 2

The Students																																		Mean			
The Items	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	5	5	4	5	4.138889	
	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	5	4	4	4	4	5	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4.194444
	4	4	5	4	4	5	5	5	3	4	4	4	4	4	4	4	4	4	3	5	4	5	4	4	5	5	4	4	4	5	4	4	4	4	4	4	4.194444
	4	4	4	4	4	4	3	3	4	4	4	4	3	4	4	5	4	5	5	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	5	5	4.111111
	5	4	4	5	4	4	5	5	4	4	4	4	5	4	3	4	5	4	4	4	3	4	5	4	5	4	4	5	4	4	3	3	4	4	5	5	4.194444
	5	4	4	4	4	4	4	4	4	5	4	4	5	4	5	4	4	4	4	4	4	4	5	5	5	3	4	4	4	4	4	5	4	4	5	5	4.25

Table 32: The Result of Material Evaluation of Task 12 in Unit 2

The Students																																		Mean		
The Items	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	5	5	4	4	4	4	5	4	4	5	4	4	4	5	4	4	4.138889
	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	4	4	5	4	4	5	4	4	4	4	4	5	4	4	4	5	4	5	4.222222
	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	5	4	5	4	4	4	4	3	4	4	5	5	4.083333
	4	4	4	4	4	4	4	4	4	4	5	5	5	4	3	5	4	4	4	4	5	4	4	4	4	5	5	4	4	4	4	3	4	5	5	4.194444
	4	5	4	4	5	4	5	5	5	4	4	4	4	5	5	4	4	3	4	4	3	4	5	4	4	4	4	4	4	4	5	4	4	4	5	4.222222
	4	5	4	4	4	3	4	4	5	4	5	4	4	4	5	4	3	4	4	5	5	5	5	4	4	4	5	5	4	4	4	4	4	5	5	5	4.305556

Table 33: The Result of Material Evaluation of Task 13 in Unit 2

The Students																																			Mean			
The Items	4	4	4	5	4	4	5	4	5	4	5	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4	5	3	4.194444			
	4	4	5	4	5	4	4	4	5	4	5	4	4	4	5	4	4	4	4	4	4	5	4	5	4	4	4	5	4	4	4	4	4	4	4	4.222222		
	4	4	4	4	4	5	5	5	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	3	5	3	4	4	4	4.194444		
	4	5	5	5	5	5	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	5	4	4	5	4	5	4	4	4	5	4	3	4	4	4.166667		
	3	4	4	5	4	4	4	4	5	4	4	5	4	4	4	4	5	4	5	5	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	4	3	4.194444
	5	4	4	4	4	4	3	5	3	4	4	5	3	4	4	4	4	3	5	4	4	4	3	5	4	4	4	3	4	3	5	4	5	5	4	4	4.027778	

Table 34: The Result of Material Evaluation of Task 14 in Unit 2

The Students																																		Mean		
The Items	5	4	4	5	4	4	5	4	5	4	4	4	4	4	4	4	4	4	5	4	4	3	4	4	4	4	4	4	4	5	5	4	4	5	4.194444	
	4	3	4	4	3	4	4	3	3	5	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	5	4	4	4	4	5	5	5	4.083333	
	4	4	5	4	4	4	5	3	4	4	4	4	4	4	4	4	3	4	5	4	4	4	4	4	3	5	5	4	4	4	3	4	5	5	5	4.111111
	4	5	5	4	3	4	4	4	5	5	4	3	4	5	5	5	4	3	4	5	4	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4.194444
	4	4	4	4	4	5	4	4	4	5	4	4	3	4	4	4	5	5	5	5	5	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4.25
	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	5	4	4	5	4	4	4	4	5	4	4	5	4	4	4.222222

Table 35: The Result of Material Evaluation of Task 15 in Unit 2

The Students																																		Mean				
The Items	5	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	3	4	4	5	4.138889	
	4	5	4	4	4	5	5	4	4	5	4	5	4	4	3	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4.194444	
	4	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	5	3	4	4	4.138889		
	5	5	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4.194444		
	5	3	4	4	4	5	5	5	4	5	5	4	4	5	5	4	4	4	4	4	4	4	4	5	4	5	5	4	4	4	4	4	3	4	4	5	4	4.277778
	5	5	4	4	4	3	5	4	4	5	4	4	4	4	4	4	4	4	4	4	3	5	5	4	4	5	5	4	4	4	4	4	4	5	4	4	4	4.194444

Table 36: The Result of Material Evaluation of Task 16 in Unit 2

The Students																																		Mean			
The Items	3	4	3	3	4	4	3	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	3	4	5	4	4	4	4	5	4	4	
	4	5	4	4	4	3	4	3	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	5	5	4.138889	
	4	4	4	4	4	5	4	4	4	4	4	5	5	4	4	4	5	4	4	4	5	3	4	4	4	4	4	3	4	5	5	5	4	4	4	4	4.166667
	5	4	5	4	4	4	4	5	4	3	5	4	5	5	5	4	4	4	4	4	4	4	5	4	4	4	4	4	3	5	4	4	5	4	4	5	4.25
	5	4	5	4	5	4	5	5	4	4	4	4	3	5	5	3	4	4	4	3	4	4	4	5	4	3	3	4	4	5	3	4	3	5	4	4	4.083333
	5	4	4	4	5	4	4	3	5	4	4	4	4	4	4	4	4	5	4	4	3	4	4	4	5	4	4	4	4	5	5	3	4	5	3	5	4.138889

3. Unit 3

Table 37: The Result of Material Evaluation of Unit 3 in a Whole

The Students																																		Mean				
The Items	5	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4.055556	
	5	4	4	4	4	5	5	4	3	5	4	4	4	4	4	5	4	4	4	5	4	4	3	4	5	4	5	4	4	4	4	4	5	5	5	4	4.25	
	5	4	4	4	3	4	3	5	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4.111111	
	4	4	5	3	4	4	4	4	4	4	3	3	4	5	4	4	4	5	5	3	4	4	4	5	3	5	3	3	4	4	5	4	5	4	3	4	4	
	4	4	4	4	4	4	4	4	4	4	4	5	4	3	5	4	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	5	5	4.194444	
	4	3	3	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	5	5	5	4	4	3	4	4	5	5	5	4	4	4	4	4.138889	
	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	5	4	4	5	5	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4.194444	
	4	4	4	4	5	4	5	4	5	4	4	5	4	5	4	4	5	4	4	4	4	5	4	5	4	5	4	4	3	4	5	4	4	4	4	4	4.25	
	4	4	4	5	4	4	5	4	5	3	4	4	4	5	4	4	4	4	4	4	4	4	4	4	3	5	3	4	4	3	4	4	5	4	4	4	4.055556	
	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	4	5	4	4	3	5	4	4	4	4	5	5	5	4.194444
	4	4	4	4	4	5	4	4	4	5	4	4	5	4	5	4	5	4	5	4	5	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4.222222
	4	5	4	5	5	4	4	5	4	4	4	5	4	5	4	4	4	4	4	4	5	3	4	4	4	4	4	4	4	5	4	5	4	4	4	4	5	4	4.25

Table 38: The Result of Material Evaluation of Task 1 in Unit 3

The Students																																			Mean		
The Items	4	4	4	4	4	4	4	4	4	4	5	3	4	4	5	5	4	5	5	4	4	3	4	4	5	4	3	4	4	3	4	4	4	5	4	5	4.111111
	4	4	4	3	3	5	5	5	4	4	4	5	5	4	5	4	4	5	4	4	5	4	4	5	4	4	4	3	4	4	4	4	5	4	5	4.222222	
	4	3	3	4	4	4	4	5	4	4	4	4	4	4	5	5	5	4	4	3	4	4	4	5	4	4	4	4	4	4	4	5	5	5	4	4.138889	
	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	3	4	4	5	4	4	4	5	4	3	4	4	3	4	4	3	4	5	4	4	4.027778
	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4	3	4	4	4	5	4	4.138889
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	3	4	4	4	4.055556

Table 39: The Result of Material Evaluation of Task 2 in Unit 3

The Students																																		Mean			
The Items	3	5	4	4	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4	4	5	4	4	5	5	4	4	3	5	5	4	3	4	4	5	4	4.194444
	4	5	4	4	4	4	4	5	5	4	4	4	5	4	3	5	4	4	5	4	4	4	4	5	5	4	4	5	3	4	4	4	3	3	4	4	4.138889
	4	5	4	5	5	4	3	5	4	4	4	4	4	5	5	5	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4	3	4	4	5	4	4.25
	4	5	4	4	4	4	4	5	4	4	5	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	5	3	5	4	4	4	5	5	4	4	4.222222
	3	5	4	4	4	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	5	5	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4.111111
	4	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	4	4	4	5	4	4	4.111111

Table 40: The Result of Material Evaluation of Task 3 in Unit 3

The Students																																		Mean			
The Items	4	4	4	5	5	4	4	3	4	4	5	4	4	5	5	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4.166667	
	3	4	4	4	5	5	4	5	3	4	4	3	4	4	4	4	4	5	4	4	5	5	4	3	3	5	5	5	4	4	3	4	4	5	4	4	4.111111
	4	3	4	5	5	4	4	3	4	4	4	5	3	4	5	3	4	4	4	5	5	4	4	3	4	5	4	5	3	4	4	4	4	4	4	4	4.055556
	4	4	5	5	5	5	4	4	4	3	4	4	3	5	5	4	4	3	3	4	5	4	4	5	3	3	5	5	4	4	3	4	5	5	5	4	4.166667
	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	5	4	4	4	4	5	4	4	4	5	5	4	4.222222
	5	5	5	4	4	4	4	4	5	4	4	4	5	3	4	4	4	4	4	4	4	5	4	5	4	5	5	4	4	4	4	4	4	5	5	4	4	4.277778

Table 41: The Result of Material Evaluation of Task 4 in Unit 3

The Students																																		Mean		
The Items	5	5	4	4	4	3	4	4	4	3	3	4	4	5	4	4	4	5	5	4	3	4	4	4	4	4	3	3	4	4	3	4	5	4	5	4
	4	4	3	5	4	5	4	4	4	5	4	5	4	4	4	3	5	4	5	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4.194444
	5	5	5	4	4	5	3	4	5	5	4	5	4	4	5	4	5	4	4	4	4	5	5	4	4	4	4	4	4	5	4	4	5	4	4.333333	
	4	4	4	4	4	4	4	5	5	4	4	5	5	4	4	4	4	4	5	4	4	4	4	3	4	4	4	4	4	4	4	4	5	4	4.138889	
	5	5	3	3	3	4	4	5	4	5	3	3	4	4	3	4	4	4	3	4	4	5	5	4	5	4	5	4	4	3	4	4	4	4	5	4.027778
	4	4	5	4	5	4	4	5	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	3	4	5	4	3	4	3	5	5	5	4	5	4.194444

Table 42: The Result of Material Evaluation of Task 5 in Unit 3

The Students																																			Mean	
The Items	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	5	5	3	5	5	5	4	4	4	4	5	4.194444
	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	4	3	3	5	4	4	5	5	5	5	5	5	4	4	5	4	4	4.25
	4	4	4	4	4	4	5	5	4	4	4	5	5	4	4	4	5	4	4	4	4	4	5	4	4	5	3	4	5	5	4	4	4	3	4.194444	
	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	3	5	4	4	4	4	4	4	4	4	5	5	4	5	5	5	5	4	4.222222	
	4	5	4	4	4	5	4	4	5	4	5	4	4	4	5	4	5	4	4	4	4	4	4	4	4	5	4	5	5	5	3	4	4	4	5	4.277778
	4	4	4	4	4	4	5	5	5	5	4	4	4	5	4	4	4	4	4	5	4	4	4	3	4	4	3	5	5	4	3	5	4	4	4	5	4.194444

Table 43: The Result of Material Evaluation of Task 6 in Unit 3

The Students																																			Mean			
The Items	5	4	4	4	4	5	4	5	4	5	4	4	4	5	4	4	5	4	5	4	3	4	4	5	4	5	4	4	4	3	4	4	5	4	4	5	4.25	
	4	4	4	5	5	5	4	4	4	4	5	5	4	4	5	5	4	5	4	4	4	4	3	5	4	4	4	4	5	4	4	4	4	4	4	4	4.25	
	4	4	4	4	4	5	4	4	4	3	4	3	4	4	4	4	4	4	4	5	4	4	5	3	4	4	4	4	5	4	5	4	4	4	4	4.055556		
	4	4	4	5	4	4	4	5	3	4	4	4	4	5	4	4	4	4	4	5	4	4	5	5	3	5	5	4	4	5	5	4	4	4	4	4.222222		
	3	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	5	4	5	5	4	5	4	4	4	4	4	4	4	4	3	5	4	4	5	4.194444
	4	4	4	5	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	5	3	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4.027778

Table 44: The Result of Material Evaluation of Task 7 in Unit 3

The Students																																	Mean				
The Items	4	4	5	4	4	4	5	4	4	4	3	4	5	3	4	5	5	3	5	4	5	4	4	4	4	5	4	3	4	4	4	4	4	4	4	5	4.138889
	4	4	4	4	4	4	5	4	4	4	4	4	4	5	4	5	4	5	4	4	4	4	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4.194444
	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4	5	3	4	4	5	4	4	4	4.166667
	5	4	4	4	4	3	3	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	3	4	4	4	5	4	4	4	4	4	4	4	4	4.027778
	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4.166667
	5	4	4	4	5	5	4	4	4	5	4	4	4	5	4	4	3	4	5	4	3	4	5	5	5	4	4	4	3	4	4	4	5	4	4	4	4	4.194444

Table 45: The Result of Material Evaluation of Task 8 in Unit 3

The Students																																	Mean				
The Items	4	4	5	3	5	4	4	4	4	4	4	5	4	4	4	4	4	3	4	4	5	5	4	4	5	5	4	4	5	4	5	4	4	4	4	4.194444	
	4	4	4	4	4	5	4	4	4	4	4	4	5	4	5	4	4	4	4	4	4	5	4	4	5	4	5	3	4	5	4	4	5	4	5	4.222222	
	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	5	5	4	4	5	5	4	4	4	4	5	4	4	4	5	4	4	4	4	4.25
	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	5	4	4	4	4	4	5	4	5	4	3	4	4	4	4	4	4	4	5	4.138889	
	4	4	5	5	4	3	5	4	3	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	5	4	4	4	4	4	5	5	4	4	4.166667
	4	4	5	4	3	4	4	4	5	4	5	4	5	4	4	4	5	4	3	3	4	4	4	5	5	4	4	4	4	4	3	4	5	5	4	5	4.166667

Table 46: The Result of Material Evaluation of Task 9 in Unit 3

The Students																																			Mean		
The Items	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	5	4	4	5	4	4	4	4.083333		
	4	4	4	4	4	4	4	5	4	5	4	5	4	4	4	5	4	3	5	5	3	5	4	4	4	4	5	4	4	3	4	3	5	4	5	4.166667	
	4	5	5	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4.166667	
	4	4	4	4	4	5	4	5	4	4	5	5	4	5	4	4	4	4	4	4	5	5	4	4	5	4	4	4	4	4	4	4	5	5	4	4.277778	
	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	3	3	5	4	5	4	4	4	5	5	5	4	4	3	4	4	5	4	5	4	4.166667
	4	5	3	4	4	4	5	4	4	4	5	4	5	4	4	4	4	4	5	5	5	4	5	4	4	5	5	5	3	4	4	4	5	4	4	4	4.277778

Table 47: The Result of Material Evaluation of Task 10 in Unit 3

The Students																																			Mean		
The Items	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	4	4	5	4	5	5	4	4	4	5	5	4	5	4.222222
	4	4	5	4	4	4	5	4	4	4	4	4	5	4	3	5	4	4	4	5	4	4	5	4	4	3	3	4	4	4	4	3	4	5	5	4.111111	
	3	4	4	5	4	5	4	4	4	4	4	4	4	5	4	3	5	5	3	5	4	4	5	3	5	4	3	4	4	4	3	5	4	5	5	4.138889	
	4	4	4	4	5	4	4	4	4	5	4	5	4	4	5	4	4	4	4	4	3	4	4	5	5	4	3	4	4	3	3	4	4	4	4	4.055556	
	4	4	5	4	5	4	5	4	4	5	5	5	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	3	4	3	5	4	4.083333	
	3	4	5	4	5	5	3	5	4	4	4	4	5	4	4	3	5	4	4	4	4	5	4	4	3	4	4	4	5	5	4	4	4	5	5	4	4.194444

Table 48: The Result of Material Evaluation of Task 11 in Unit 3

The Students																																	Mean				
The Items	4	4	5	4	4	5	4	4	5	4	4	4	4	5	4	4	4	5	5	4	4	4	4	4	4	4	5	4	4	4	5	3	4	5	4.222222		
	4	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	5	4	4	5	5	4	4	5	4	4	4	4	4	3	4	3	4	4	4.111111		
	4	4	4	4	4	5	4	5	4	4	5	4	4	4	4	4	4	3	3	4	4	5	5	4	5	4	4	4	5	3	5	4	4	5	4	4	4.166667
	4	4	4	4	4	5	4	4	4	3	4	4	5	5	4	5	4	3	5	3	4	5	5	4	4	3	5	4	4	5	5	5	3	4	4	5	4.194444
	4	5	4	5	5	4	5	4	5	5	4	4	4	4	4	4	4	5	3	4	4	4	4	4	4	4	5	4	5	5	5	4	4	4	4	5	4.305556
	4	5	5	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	5	4	4	4	4	4	4.194444

Table 49: The Result of Material Evaluation of Task 12 in Unit 3

The Students																																	Mean				
The Items	4	5	3	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	5	4	4	4	4	5	4	4	5	4	4	4	4.166667				
	4	4	4	5	4	4	4	5	3	5	5	3	5	4	5	4	4	4	4	3	4	4	3	4	4	4	4	5	3	4	4	5	4	5	4.111111		
	4	5	5	4	4	4	4	4	4	4	4	4	3	4	4	4	4	5	5	4	3	4	4	4	5	4	5	4	4	4	4	3	4	4	5	5	4.138889
	4	4	5	5	4	4	4	4	4	4	5	4	4	4	5	4	4	5	5	4	5	4	4	4	5	4	5	4	5	4	4	4	4	4	5	5	4.333333
	4	4	4	4	4	5	4	5	5	4	4	5	5	4	4	4	5	5	5	4	4	4	4	5	4	4	4	4	5	5	4	3	4	4	3	5	4.277778
	4	4	4	4	4	4	5	4	4	4	5	5	4	4	4	4	4	4	5	4	4	4	5	4	4	5	5	4	4	4	4	4	4	4	5	5	5	4.277778

Table 50: The Result of Material Evaluation of Task 13 in Unit 3

The Students																																			Mean		
The Items	5	4	4	4	5	5	4	5	5	4	5	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	5	3	4.25	
	5	4	4	4	5	5	5	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4.194444	
	4	5	5	4	4	4	4	4	4	4	5	4	4	4	4	4	5	3	5	3	4	4	4	3	4	4	3	4	4	3	5	3	4	4	4	4	
	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	3	4	4	4.138889	
	4	5	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	5	4	5	4	4	4	4	4	5	4	4	5	4	5	4	4	4	3	4.222222
	5	5	4	4	3	4	4	4	5	5	5	5	4	4	4	4	4	4	5	5	3	4	4	4	4	4	4	4	4	5	4	5	5	4	4	4.25	

Table 51: The Result of Material Evaluation of Task 14 in Unit 3

The Students																																			Mean			
The Items	5	4	4	5	4	4	5	4	5	4	4	4	4	4	5	4	4	4	4	5	4	4	3	4	5	5	4	4	4	4	4	4	4	4	5	4.222222		
	4	5	4	4	3	4	4	5	5	5	4	4	4	4	4	4	4	5	5	4	4	4	5	5	4	4	4	5	5	4	4	3	4	4	4	5	4.25	
	4	4	5	5	5	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	5	4	4	4	4	5	4	4	4	5	3	4	5	5	4.194444	
	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	5	3	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4.166667	
	4	4	4	4	5	4	4	5	5	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	3	5	4	5	3	5	5	3	4	4	4.194444
	4	3	4	4	4	3	4	5	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4

Table 52: The Result of Material Evaluation of Task 15 in Unit 3

The Students																																			Mean		
The Items	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	5	4	5	4	4	4	4	5	4	4	4	5	4.194444	
	4	5	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4.138889	
	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	5	5	4	4	5	5	4	4	4	4.222222		
	5	5	5	4	4	4	4	5	4	4	4	5	4	4	3	4	4	4	4	4	5	4	4	4	5	4	4	4	5	5	4	5	5	4	4	4.277778	
	5	3	5	4	5	4	5	5	4	4	4	4	4	4	4	4	5	3	4	4	5	5	5	4	4	4	4	4	4	5	4	4	4	4	5	4	4.25
	5	5	4	4	5	4	4	3	3	5	5	4	4	5	4	4	4	4	4	4	5	5	5	4	4	4	4	4	4	5	4	4	4	4	4	4.222222	

Table 53: The Result of Material Evaluation of Task 16 in Unit 3

The Students																																			Mean	
The Items	3	4	3	3	4	4	3	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	5	4	3	4	5	4	4	4	4	5	4	4
	4	5	4	5	5	5	4	4	4	4	5	4	5	4	5	4	4	4	4	5	4	4	4	4	5	3	4	4	4	4	5	4	4	4	5	4.277778
	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	5	3	4	4	4	5	4	4	4	5	4.083333	
	5	4	5	4	3	5	4	4	3	4	3	4	4	4	4	5	5	4	5	4	4	4	5	4	4	4	4	5	4	4	5	4	4	5	4.194444	
	5	4	5	4	4	5	3	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	5	4	5	4	5	5	5	4	4	4.25
	5	4	4	4	4	5	5	3	4	4	5	4	4	4	4	5	4	5	4	4	3	4	4	4	4	4	4	4	4	4	5	4	4	3	5	4.138889

Appendix D

1. The Field Note

Field Note of Try-out Unit 1

Day : Thursday, April 7th, 2011
 Time : 09.00 am
 Place : SMK N 1 Godean
 Class : Multimedia
 Number of Students : 36 students

It was the first try-out for Multimedia students. The teacher introduced the researcher to the students. She explained to the students that the researcher would teach them. Then, she left the class and let the researcher to teach the students.

The researcher greeted the students and introduced herself to them. The students asked some questions to her. After answering the questions, she then explained that they would have a try-out of unit 1.

She asked some students to help her distributed the materials for all students. After distributing the materials, she asked the students to look at task 1 directly. Then, she asked the students to guess what they will learn. Some students could guess it well. They answered 'We will learn about camera Miss'. Other students answered 'giving opinions kan Miss, *wong ini ada pertanyaan tentang* what do you think kok'. Then the teacher explained task 1 orally. Before having a discussion, she asked the students about the picture 'Is the picture relevant to the study program?' Then, some students answered 'Yes Miss.' then, she asked the students to have a class discussion. The students then just answered the comprehension questions orally.

She continued to task 2; she read the vocabulary with proper pronunciation. Then the students repeated the words. She asked the students to open their dictionary and find the meaning of the words. The students opened their own dictionary to find the meanings. They found the meanings of the words individually. Then, she continued to task 3. In this task, she read the monolog twice and asked the students to answer the questions. After reading the monolog, she gave some time to the students to answer all the questions. In this task, they worked in pairs. They helped each other to answer the questions. Then, she checked the answers together and almost the students could answer the questions. After answering all the questions, she gave the transcript of the monolog to the students.

Then she continued to task 4. She asked some students to read the dialog. She checked the pronunciation and intonations of the students. She asked the students to answer the questions after reading the dialog.

She continued to task 5. She asked the students to read the instruction. The students could understand the instruction easily. A students said '*walaaaah, jodohke kata-kata*

dengan artinya tho Miss'. 'Yes, you are right' she answered. Then she asked the students to do the task individually.

Then, the researcher continued to next task. She asked the students to find the expressions in the previous monolog and dialog. The students mentioned the expressions that they found orally. Then, she explained the expressions. At last, they asked the students to ask if they found any difficulties.

Then, she continued to task 7. They asked the students to do the task individually. The students felt enthusiastic in doing task 7. She asked them to ask if they didn't understand. Then, she checked the task together.

Then, she moved to the next task. She asked the students to read the text. The students then read the text. They were silent when reading the text. They read the text individually. They tried to understand the text. Then, the researcher asked them to answer the questions individually.

She continued to task 9. She asked them to find the meanings of the words. They found the meanings of the words easily. Then, she asked a question to the students 'What did you get after doing this task?' 'The vocabulary is improved' they answered. Then, she just continued to task 10. She asked the students to decide whether the statement true or false. They did the task with their partners. They reread the text to get the right answer. After checking the answers together, she just moved to task 11. In this task, she asked the students to read the text. The students then read the text and found the meaning of the words based on the context.

The researcher asked them to answer the questions in task 12. She asked them to reread the text. They could answer the questions well. In task 13, she asked them to mention the structure of recount text from the previous text. Then, she explained the general structure of a recount text and simple past tense.

In the next task, she asked them to change the verb in the bracket. The students could change the verb and they compare it to their partners. They worked together to get the best answers.

Then, she asked them to do task 15. She asked them to work in pairs. They made a dialog using expressions of giving opinions and suggestions with their partners. They then practiced the dialog in the front of the class.

In the last task, she asked them to write a recount text about their experience of using a camera. They did it individually.

After having the try-out, she just asked them some questions about the materials. She asked them about the instructions of the task. The students could understand all the instructions of unit 1. The instructions were so understandable. Then, she asked them about the input of the tasks. The students were so interested in the materials because the inputs were relevant to their study program. Besides that, they were so enthusiastic doing the tasks in the materials. They said that the tasks were various.

Finally, she distributed the questionnaires to get feedbacks from the students. She asked the students to fill the questionnaire. Then, after filling the questionnaire, they

ought to submit it to the researcher. To end up the try-out, she asked a student to lead a prayer. Then, she greeted the students.

Field Note of Try-out Unit 2

Day : Thursday, April 14th, 2011

Time : 09.00 am

Place : SMK N 1 Godean

Class : Multimedia

Number of Students : 36 students

It was the second try-out for Multimedia students. The researcher tried out the materials of unit 2. She greeted the students and asked them to have a prayer. Then she asked some students to help her distributed the materials for all students. After distributing the materials, she asked the students to look at task 1 directly. Then, she asked the students to guess what they will learn. Some students could guess it well. 'Websites Miss' they answered. Other students answered 'it is about instruction Miss'. Then she asked the students to answer the comprehension questions. They could answer the questions well. She continued to task 2. She read the words loudly and asked the students to repeat after her. Then, she asked the students to match the words with the meanings. They did the task individually. She moved to the next task. She read the monolog loudly and asked the students to answer the questions. They asked the teacher to change the questions into multiple choices. Then, she continued to task 4. She asked some students to read the dialog. She checked the pronunciation and intonations of the students. She asked the students to answer the questions after reading the dialog. Then, she asked the students to read the vocabulary in task 5. She checked the students' pronunciation. Then she acted as the model; she read the vocabulary loudly and asked the students to repeat after her. They did it well.

Then, the researcher continued to next task. She asked the students to find the expressions in the previous monolog and dialog. The students mentioned the expressions that they found orally. Then, she explained the expressions. At last, they asked the students to ask if they found any difficulties. She moved to the next task. She asked the students to do the task. The students did the task in pairs. They felt enthusiastic in doing the task because they could apply the expressions. She asked them to ask if they didn't understand. Then, she checked the task together. Then, she moved to task 8. She read the vocabulary loudly and asked the students to repeat after her. After that, she asked the students to find the meanings of the words in the dictionary. They did it individually.

Then, she moved to the next task. She asked the students to read the text. The students then read the text. They were silent when reading the text. They read the text individually. They tried to understand the text. Then, the researcher asked them to answer the questions individually. Then, she just continued to task 10. She asked the

students to decide whether the statement true or false. They did the task with their partners. They reread the text to get the right answer.

She continued to task 11. She asked the students to read the text. They read the text silently. They tried to understand the text individually. Then, she asked the students to find the meanings of the words based on the text. They found the meanings individually. They were enthusiastic in doing the task.

The researcher asked them to find the main idea of the text in task 12. She asked them to reread the text. They could find the main idea of each paragraph well. They worked with their partners. In task 13, she asked them to mention the structure of a procedural text from the previous text. Then, she explained the general structure of a procedural text.

In the next task, she asked the students to arrange the jumbled instruction based on the pictures. They get confused in the term of setting. They asked the teacher to modify the instruction. The teacher then asked them to do the task in pairs. She then continued to task 15. She asked them to reread the text in task 10. She asked them to tell the instruction in the front of the class. They were enthusiastic in telling the instructions. In task 16, she asked them to simplify the text. They made the text become simpler, so they could understand the instructions easily. They did it individually.

After having the try-out, she asked them some questions about the materials. She asked them about the instructions of each task. The students said that the instructions were understandable. However, some instructions needed a modification. Then, she asked about the input of the tasks. The students said that the inputs were relevant to their study program. They also gave some suggestions in the term of input. They asked the teacher to add some illustration pictures.

Finally, she distributed the questionnaires to get feedbacks from the students. She asked the students to fill the questionnaire. Then, after filling the questionnaire, they ought to submit it to the researcher. To end up the try-out, she asked a student to lead a prayer.

Field Note of Try-out Unit3

Day : Thursday, April 21st, 2011
 Time : 09.00 am
 Place : SMK N 1 Godean
 Class : Multimedia
 Number of Students : 36 students

It was the second try-out for Multimedia students. The researcher tried out the materials of unit 3. She greeted the students and asked them to have a prayer. Then she asked some students to help her distributed the materials for all students. After

distributing the materials, she asked the students to look at task 1 directly. Then, she asked the students to guess what they will learn. Some students could guess it well. '*Papan peringatan itu Miss*' they answered. Other students answered '*palingan tentang tanda-tanda peringatan kae lho cah*'. Then she asked the students to answer the comprehension questions. They could answer the questions well. She continued to task 2. She read the words loudly and asked the students to repeat after her. They were enthusiastic in repeating the words. Then, she asked the students to find the meanings of each word. They did the task individually. She moved to the next task. She read the monolog loudly and asked the students to answer the questions. They asked the teacher to change the questions into multiple choices. Then, she continued to task 4. She asked some students to read the dialog. She checked the pronunciation and intonations of the students. She asked the students to answer the questions after reading the dialog. The students answered the questions individually. Then, she asked the students to read the vocabulary in task 5. She checked the students' pronunciation. Then she acted as the model; she read the vocabulary loudly and asked the students to repeat after her. They did it well.

Then, the researcher continued to next task. She asked the students to read the explanations about 'must' and 'have to'. She then explained that clearly. At last, they asked the students to ask if they found any difficulties. She moved to task 7. She asked the students to do the task. The students did the task in pairs. They felt enthusiastic in doing the task because they could apply the use of 'must' and 'have to'. She asked them to ask if they didn't understand. Then, she checked the task together. Then, she moved to task 8. She read the vocabulary loudly and asked the students to repeat after her. After that, she asked the students to find the meanings of the words in the dictionary. They did it individually.

Then, she moved to the next task. She asked the students to read the text. The students then read the text. They were silent when reading the text. They read the text individually. They tried to understand the text. Then, the researcher asked them to answer the questions individually. Then, she just continued to task 10. She asked the students to decide whether the statement true or false. They did the task with their partners. They reread the text to get the right answer.

She continued to task 11. She asked the students to read the text. They read the text silently. They tried to understand the text individually. Then, she asked the students to find the meanings of the words based on the text. They found the meanings individually. They were enthusiastic in doing the task.

The researcher asked them to find the main idea of the text in task 12. She asked them to reread the text. They could find the main idea of each paragraph well. They worked with their partners. In task 13, she asked them to mention the parts of a memo from the previous text. Then, she explained the general structure of a memo.

In the next task, she asked the students to make a memo. They did it in pairs. She then continued to task 15. She asked them to do a role play based on the situation in the front of the class with their partners. They were enthusiastic in doing the role

play. In task 16, she asked them to find an example of memo and rewrite it using their own language. They did it individually.

After having the try-out, she asked them some questions about the materials. She asked them about the instructions of each task. The students said that the instructions were understandable. However, some instructions needed a modification. Then, she asked about the input of the tasks. The students said that the inputs were relevant to their study program. They also gave some suggestions in the term of input. They asked the teacher to add some illustration pictures.

Finally, she distributed the questionnaires to get feedbacks from the students. She asked the students to fill the questionnaire. Then, after filling the questionnaire, they ought to submit it to the researcher. To end up the try-out, she asked a student to lead a prayer.

2. The Interview Transcript

Interview Transcript Unit 1

- T : *Ok, sekarang keseluruhan unitnya dulu. Menurut kalian, apakah unit ini sesuai dengan jurusan kalian?* (Ok, in general, was it relevant to your study program?)
- S : *Iya Miss.* (Yes, it was.)
- T : *Terus, apakah kosakata yang digunakan sudah sesuai jurusan kalian?* (Was the vocabulary used relevant to your study program?)
- S : *Iya miss, ini tentang kamera-kamera gitu dan exposure gitu, pokoknya bagus miss.* (Yes, it was. It was about cameras and exposure. This was good Miss Metta.)
- T : *Lha njuk, grammarnya piye? Mudeng gak?* (How was the grammar? Did you understand?)
- S : *Mudeng setelah baca contohnya dan dijelaskan tadi.* (Yes, I did. I understood the grammar after you gave me the examples and the explanations.)
- T : *Menurut kalian, materinya piye?sesuai jurusan gak?menarik gak?* (What do you think about the materials? Was it relevant to your study program? Was it interesting?)
- S : *Mmmm....sesuai miss. Ya tadi itu, sudah tentang kamera, dan foto gitu. Menarik lah miss, lha wong semua seneng kok nek tentang kamera itu.* (It was relevant. These were about cameras and pictures. It was interesting, Miss.)
- T : *Kalau menurutmu?* (What do you think?)
- S : *Sama Miss, sudah menarik sekali.* (Same with her Miss, it was very interesting.)
- T : *Ok, terus activitynya gimana?* (Ok, so how were the activities?)
- S : *Menurut saya, activitynya bervariasi Miss.* (I think the activities were various Miss.)
- T : *Bagus, untuk urutan task nya gimana?* (Good, how was the tasks' sequence?)
- S : *Maksudnya?* (What do you mean?)

- T : *Mmm...sudahkah berurutan dari yang simple task ke yang sulit??* (Has the task sequence from simple to complex?)
- S : *Sudahh miss, dari yang cuman jawab pertanyaan sampai yang harus membuat karangan tentang pengalaman pribadi gitu.* (Yes, it has. The task was from answering the questions to making a text about someone's experience.)
- T : *Instruksine piye? Mudah po sulit?* (How was the instruction? Was it easy or difficult?)
- S : *Mudah, wong sedikit gitu, simple gitu lho miss, jadi tau apa yang harus dikerjakan.* (It was easy and simple, so we knew what we should do.)
- T : *Oke, untuk yang individual task, apakah kalian mengerjakannya juga secara individu?* (Ok, for the individual task, did you finish the task individually?)
- S : *Ya iyalah miss, kan individual task, ya harus dikerjakan sendirilah.* (Yes, I did. It was individual task, so I ought to finish it individually).
- T : *Wow, bagus sekali. Oke, tadi pas tak tanya tentang kamera tadi, kalian semua jawab gak hayo?* (Wow that was very good. Ok, when I was asking you about the camera, did you answer me?)
- S : *Jawab dong.* (Yes, we did.)
- T : *Well, tujuan task 1 ini apa?* (Well, what is the goal of this task?)
- S : *Untuk memperkenalkan topic dan apa yang mau dibahas miss, iya kan?* (The goal is to introduce the topic and what we will learn.)
- T : *Emang apa yang mau dibahas?* (So, what would we learn?)
- S : *Kamera kan miss, terus memberi opinion kan, iya kan?* (We would learn about camera and giving opinions, won't we?)
- T : *Bagus.* (Good.)
- T : *Terus gambarnya sudah sesuai jurusan belum?* (How was the picture? Was it relevant to your study?)
- S : *Yes, relevan. Itu gambar yang bagus banget.* (Yes, it was relevant. That is wonderful picture.)
- T : *How was the activity?*
- S : *Good Miss, good good.* (Good Miss, it was very good.)
- T : *Good nya itu piye??* (How was 'good'?)
- S : *Ya, menarik gitu lho miss. Kita jadi terdorong untuk mengerjakan tasknya itu.* (It was interesting Miss. We were enthusiast in doing the task.)
- T : *Instruksi task nya bagaimana?* (How was the instruction?)
- S : *Simple dan mudah dimengerti kok miss, saya tau apa yang harus dikerjakan.* (It was simple and understandable Miss. I knew what I should do.)
- T : *Baik, terus bagaimana dengan diskusinya? Setuju dengan class discussion? Atau seharusnya dijawab individual aja?* (Well, how was the discussion? Did you agree with class discussion? Or should it answer individually?)
- S : *Class discussion miss, kalau individu kurang menarik gitu, nanti gak bisa nebak-nebak gitu.* (Class discussion Miss, If it did individually it was less

interesting, we could not guess the answer.)

(Appendix D/ Interview Transcript/ Unit 1)

- T : *Terus, untuk peranan siswa dan gurunya piye?* (So, what were the roles of the students and the teacher?)
- S : *Gurunya bagus miss, bisa membuat siswa-siswanya aktif menjawab. Mengajukan berbagai pertanyaan menarik, berkaitan dengan gambar itu jadi siswanya senang miss.* (The teacher was good Miss, she could make the students participate actively. She asked some interesting questions that related to the picture so the students were attracted.)
- T : *Ok, What do you think about task 2? Kalian bisa nambah kosakata tidak?* (Could you improve your vocabulary?)
- S : *Bisa miss, kosakatanya sangat membantu, soalnya ini kata-kata sulit, selain itu, kami bisa belajar pronunciation yang benar.* (Yes, I could. The vocabulary was useful because it was difficult word. Besides that, we could learn the pronunciation properly.)
- T : *Terus, selain itu apa? Membantu listening kalian tidak ketika di task selanjutnya?* (What else? Did it help you in listening section in the next task?)
- S : *Iya miss, jadinya pas dengerin monolognya, kami udah tau arti kata-kata yang sulit. Jadi bisa memahami text nya miss.* (Yes, it did. When we were listening to the monolog, we had known the vocabulary.)
- T : *Well, vocabnya sudah sesuai dengan jurusan belum ni?* (Well, has the vocabulary relevant to your study program?)
- S : *Sudah miss.* (Yes, it has Miss.)
- T : *Untuk activitynya piye? Suka gak?* (How was the instruction? Did you like it?)
- S : *Sangat suka miss. Apalagi pas saya harus repeating kata-kata tadi.* (I really like it Miss, moreover when I should repeat the words.)
- T : *Apa lagi?* (What else?)
- S : *Mmm...ya menarik gitu lah miss.* (It was interesting Miss.)
- T : *Ok, instruksinya gimana? Mudeng gak?* (Ok, how was the instruction? Did you understand?)
- S : *Bisa dimengerti miss. Gak usah khawatir miss.* (It was understandable Miss. Don't worry Miss.)
- T : *Terus, setuju gak kalau task ini dikerjakan secara individual?* (Do you agree that this task was done individually?)
- S : *Setuju miss, lha tasknya kan harus buka kamus, kalau dikerjakan berdua malah susah miss.* (Yes, I agree, the task required the students to open the dictionary. If the task was done in pairs, it would be difficult Miss.)
- T : *Nah, peran siswa gimana ni? Kamu tadi bisa berpartisipasi aktif gak?* (How was the role of the students? Did you participate actively?)
- S : *Bisa miss, tasknya mengharuskan aktif sih miss, kalau gak ikut aktif ya gak mudeng apa-apa.* (Yes, I did. The task forced the students to participate

actively Miss. If we did not participate, we would not understand.)

- T : *Gurunya piye?* (How was the teacher?)
- S : *Bagus miss, bisa membaca kosakatanya dengan pronoun apa miss, mmm...pronunciation yang benar, gitu lah.* (She was good; she could pronounce the words well.)
- T : *Langsung aja ya, menurutmu task 3 ini piye?* (To the point guys, what do you think about task 3?)
- S : *Bagus, membuat siswa benar-benar harus mendengarkan dan mengerti monolognya, jadi bisa menjawab pertanyaan.* (It is good. The task forced the students to listen and understand the monolog, so they could answer the questions.)
- T : *Well, monolognya sesuai jurusan? mudah dipahami tidak?* (Well, was the monolog relevant to the study program? Was it understandable?)
- S : *Iya miss, sesuai dan mudah dipahami, tapi mbok dikasih gambar ilustrasi apa gitu miss, jadi bisa membantu memahami monolognya.* (Yes, it was relevant and understandable, but it should have an illustration picture, so it would help the students in understanding the monolog.)
- T : *Ok.*
- T : *Task 3 menarik tidak?* (Was task 3 interesting?)
- S : *Menarik kok miss. Monolognya bisa dibaca dua kali juga, jadi bisa jawab pertanyaannya.* (Yes, it was. The monolog was read twice, so we could answer the questions.)
- T : *Kalau instruksinya gimana? Mudeng gak?* (How was the instruction? Did you understand?)
- S : *Mudeng miss, tapi itu kan bilanganya sama classmates kan? Mbingungi miss. Mbok diganti in pairs gitu aja miss.* (Yes, I did, but it uses ‘classmates’, isn’t it? That is confusing miss, how if you change it into ‘in pairs’?)
- T : *Wow, bagus sekali.* (Wow, that’s great.)
- T : *Bagaimana kamu mengerjakan tasknya? Sendiri atau bersama temanmu?* (How did you finish the task? Individual or in pairs?)
- S : *Sama teman miss.* (In pairs Miss)
- T : *Enak dikerjakan sendiri atau berdua?* (Which one do you prefer? Individual or in pairs?)
- S : *Berdua miss, kalau sendiri susah, kan harus dengerin sama jawab pertanyaan miss.* (In pairs, it is difficult if I finish the task individually because I should listen and answer the questions in same time.)
- T : *Peran siswa dan gurunya gimana ini menurut kalian?* (How were the roles of the students and the teacher?)
- S : *Aktif semua Miss, bagus.* (They participated actively.)
- T : *Sekarang task 4, gimana ini? Apa yang kalian dapat?* (Now, go to task 4, how is this? What did you get?)
- S : *Ini lho miss, bisa praktek ngomong bahasa inggris, jadi bisa belajar cara*

- bacanya itu. (We could practice our English, so we could learn how to pronounce it.)*
- T : *Well, untuk teksnya sudah sesuai jurusan belum? (Well, has the text relevant to your study program?)*
- S : *Sudah. Lagian di kehidupan nyata juga ada meeting-meeting kayak gitu, iya kan? (Yes, it has. There was a text about meeting in the real world, wasn't it?)*
- T : *Oke, bagus. Apa lagi? (Ok, good. What else?)*
- S : *Mmm...tidak ada gambarnya Miss, ditambah gambar dong Miss. (Mmm...there was no pictures Miss, you should add a picture.)*
- T : *Ok, terus activitynya gimana? (Ok, how was the activity?)*
- S : *Bagus Miss, karena pertanyaannya, yang mudah-mudah dulu jadi mudeng isi teksnya. (It was good because the questions were from simple to complex.)*
- T : *Instruksinya gimana? Mbingungi gak? (Ok, Good. How was the instruction? Was it confusing?)*
- S : *Classmatesnya itu mbingungi miss, jadi bingung maksudnya, mbok diganti partner atau pairs gitu miss. (The word 'classmates' was confusing Miss, it ought to be changed into 'partners' or 'pairs'.)*
- T : *Oke, kalau begitu tadi bisa mengerjakan ya? Tadi kerjanya dibandingkan dengan teman tidak? (Ok. So you could finish the task, couldn't you? Did you compare your task to your friends?)*
- S : *Iya miss, tadi kerjaanku ditukarkan ke teman lain miss, jjadi aku nyocokin punya yang lain, terus punyaku dicocokin temenku gitu. (Yes, I did. My work was compared to the other, so I checked my friend's work and vice versa.)*
- T : *Terus tadi guru sama siswa aktif gak? (Did the teacher and the students participate actively?)*
- S : *Aktif siswanya miss, lha wong siswanya suruh praktek baca, kalau gurunya kan ngecek cara bacanya. (Yes, they did. The students read the dialog aloud, and the teacher checked the pronunciations.)*
- T : *Untuk yang task 5 ini gimana? (How was task 5?)*
- S : *Maksudnya apa? (What do you mean?)*
- T : *Ya, apa yang kalian dapat setelah mengerjakan task 5 ini lho? (What did you get after doing task 5?)*
- S : *Oh...kosakatanya nambah dong miss. (The vocabulary was improved.)*
- T : *Menurut kalian bagaimana kosakata yang digunakan? Sudah sesuai dengan jurusan kalian apa belum? (What do you think about the vocabulary? Was it relevant to your study program?)*
- S : *Sesuai miss, kan itu sesuai dialog yang tadi kan, ngartiinnya juga jadi lebih mudah. (It was relevant to the study program Miss. The vocabulary was based on the dialog so it was easy to find the meanings.)*
- T : *Tasknya menarik gak guys? (Was the task interesting guys?)*
- S : *Menarik miss, wong harus ngepas-ngepasin artinya biar sesuai kontek di*

dialog tadi. Menantang pokoknya wis. (It was interesting Miss, because we should match the meaning with the context in the dialog.)

T : *Instruksinya dapat dimengerti tidak?* (Was the instruction understandable?)

S : *Ya. Instruksinya mudah dimengerti kok miss.* (Yes, it was. The instruction was understandable.)

T : *Kalian tadi mengerjakannya kerjasama atau sendiri-sendiri?* (How did you finish the task? Was it in pairs or individual?)

S : *Sendiri miss, instruksinya kan sendiri, lagian kalau berdua malah susah, rebutan bacanya ntar.* (I finished it individually Miss, the instruction was individual task. If we finished it in pairs it would be difficult in reading the text.)

T : *Bagus.* (Great.)

T : *Kalian aktif ngerjain gak?* (Did you participate actively?)

S : *Iya kok miss.* (Yes, I did.)

T : *Lha terus gurunya ngapain?* (What was the teacher doing?)

S : *Menjawab pertanyaan jika ada kesulitan dari siswa.* (She was answering the questions from the students.)

T : *Apa yang didapat ni setelah mengerjakan task 6 ini?* (What did you get from doing task 6?)

S : *Ya ekspresi giving opinion dan suggestion miss, jadi tau gitu tentang itu semua.* (I understood the expressions of giving opinions and suggestions.)

T : *Penjelasan di task 6 ini gimana?* (How was the explanation in task 6?)

S : *Jelas kok miss.* (It was clear, Miss.)

T : *Jelas gimana maksudnya?* (What do you mean with 'clear'?)

S : *Penjelasannya diberi contoh-contoh gitu miss, jadi mudah dipahami.* (There were examples in the explanation, so it was easy to be understood.)

T : *Terus menarik gak?* (Was it interesting?)

S : *Ya cukup menarik, menyenangkan ketika harus mencari ekspresi-ekspresi di dalam dialog sebelumnya.* (Yes, it was quite interesting.)

T : *Terus pas tadi nyari ekspresinya, kalian sendirian atau sama teman?* (How did you find the expressions? Was it individual or in pairs?)

S : *Sendiri miss, lagian akan jauh lebih mudah memahami penjelasannya sendirian Miss.* (I did it individually, moreover it would be easier to understand the explanations individually.)

T : *Bagus.* (Good.)

S : *Instruksi di task 6 ini jelas gak?* (How was the instruction in task 6?)

T : *Jelas Miss.* (It was clear, Miss.)

T : *Terus peran kalian di task ini gimana?* (What were your roles in this task?)

S : *Menjadi siswa yang aktif mencari ekspresinya Miss hehehe....* (I ought to find the expressions Miss, hehehe...)

T : *Gurunya ngapain?* (What was the teacher doing?)

S : *Menjelaskan di depan kelas kan.* (She explained the expressions in the front

- of the class.)
- T : *Bisa ngerjain gak tadi?* (Could you finish the task?)
- S : *Bisa miss, kan sudah belajar ekspresinya jadi gak terlalu sulit.* (Yes, I could finish the task because I have learned the expressions so it was not too difficult.)
- T : *Jadi kalian bisa mengaplikasikan ekspresinya dalam task ini ya?* (So, you could apply the expressions through this task, can't you?)
- S : *Iya miss.* (Yes, I could.)
- T : *Contohnya jelas apa tidak?* (Was the example clear?)
- S : *Iya jelas kok Miss, jadi memudahkan siswa ngerjain tasknya.* (Yes, it was. It eased the students in doing the task.)
- T : *Sudah sesuai jurusan apa belum?* (Has it relevant to your study program?)
- S : *Sudah.* (Yes, it has.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss, selain itu, task 7 ini juga menantang, menuntut kita berpikir.* (It was interesting Miss, besides that task 1 was also challenging and forced us to think.)
- T : *Instruksinya jelas apa tidak?* (Was the instruction clear?)
- S : *Jelas dan simple miss.* (It was clear and simple.)
- T : *Task 7nya dikerjakan sendiri kan tadi?* (You did task 7 individually, didn't you?)
- S : *Iya kok Miss.* (Yes, I did.)
- T : *Bagus.* (Good.)
- T : *Peran lagi ni, peranmu gimana?* (It was about role, how was your role?)
- S : *Ya mengerjakan tasknya dengan sebaik mungkin hehehe.* (I did the task with my best.)
- T : *Bagus. Terus gurunya ngapain?* (Good. What was the teacher doing?)
- S : *Mengecek pekerjaan siswa.* (She checked the students' work.)
- T : *Apa yang kalian dapat dari task 8 ini?* (What did you get from task 8?)
- S : *Belajar memahami text yang dibaca.* (I learned how to comprehend the text.)
- T : *Kalian paham apa tidak jal?* (Could you comprehend the text?)
- S : *Paham kok Miss.* (Yes, I could.)
- T : *Textnya sudah sesuai dengan jurusan apa belum?* (Has the text relevant to the study program?)
- S : *Sudah kok Miss.* (Yes, it has.)
- T : *Ada yang lain?* (Anything else?)
- S : *Gambarnya dikasih dong.* (A picture should be added in the text.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik kok miss, menjawab pertanyaan berdasar text jadinya menantang gitu.* (It was interesting Miss, answering questions based on the text was challenging.)
- T : *Bagaimana tadi bacanya? Sendiri atau sama teman?* (How did you read?

- Alone or with your friends?)
- S : *Sendiri miss, soalnya saya harus benar-benar memahami textnya.* (Alone Miss, because I ought to really comprehend the text.)
- T : *Bagus.* (Good.)
- T : *Tadi kamu jawab semua pertanyaannya tidak?* (Did you answer all the questions?)
- S : *Iya dong miss, semuanya terjawab dengan benar.* (Yes, I did. All questions were answered.)
- T : *Bagus. Gurunya gimana?* (Good. How was the teacher?)
- S : *Tadi muter-muter tho, ngecek mudeng apa gaknya.* (She checked the students' understanding.)
- T : *Task 9 gimana ini? Kosakatanya nambah gak?* (How was task 9? Was the vocabulary improved?)
- S : *Nambah miss.* (Yes, it was.)
- T : *Terus apalagi? Membantu kalian memahami textnya tidak?* (What else? Did it help you in understanding the text?)
- S : *Iya dong miss, sangat membantu.* (Yes, it did. It was helpful.)
- T : *Vocabnya sesuai jurusan apa tidak?* (Has the vocabulary relevant to your study program?)
- S : *Sudah miss.* (Yes, it has Miss.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Sama kayak yang tadi ya Miss? Diganti dong Miss, mencari sinonim gitu Miss.* (It was same, wasn't it? It ought to be changed into finding the synonym.)
- T : *Instruksinya juga diganti dong?* (So should the instruction be changed?)
- S : *Iya dong miss, yang mencari artinya jadi mencari sinonimnya gitu, biar lebih menantang.* (Of course, the activity of finding the meaning ought to be changed into finding the synonym.)
- T : *Terus, setuju gak task ini didesain untuk dikerjakan secara individu?* (Did you agree that this task was designed to do individually?)
- S : *Setuju miss..* (Yes, I agreed.)
- T : *Kamu tadi bisa berpartisipasi aktif gak?* (Did you participate actively?)
- S : *Iya dong miss. Saya mengikuti gurunya baca kata-katanya, hehehe.* (Yes, of course. I repeated the teacher in pronouncing the words.)
- T : *Oh...jadi tadi gurunya membacakan kata-katanya dengan keras gitu?* (Oh...so did the teacher read the words aloud?)
- S : *Iya Miss.* (Yes, she did.)
- T : *Bagaimana ni dengan task 10? Membantu memahami text gak?* (How was task 10? Did it help you in understanding the text?)
- S : *Iya dong miss. Soalnya mengharuskan kami membaca lagi textnya.* (Yes, it did. It forced me to read the text.)
- T : *Bagus.* (Good.)

- T : *Bagaimana pernyataan-pernyataan di task 10 ini?* (How were the statements in task 10?)
- S : *Mudah dipahami Miss.* (They were understandable Miss.)
- T : *Contohnya bisa dipahami ya?* (The examples were understandable, weren't they?)
- S : *Iya.* (Yes, they were.)
- T : *Activitynya menantang tidak?* (Was the activity challenging?)
- S : *Iya Miss.* (Yes, it was.)
- T : *Kamu suka activitynya?* (Did you like the activity?)
- S : *Ya, tasknya menantang itu tadi. Saya harus membaca textnya untuk bisa tahu pernyataannya benar atau salah.* (Yes, I did. This task was challenging. I ought to read the text to know the statements are true or false.)
- T : *Great. Apalagi? Instruksinya bisa dipahami?* (Anything else? Was the instruction understandable?)
- S : *Bisa kok Miss* (Yes, it was.)
- T : *Bagaimana kamu menyelesaikan tasknya? Individu atau in pairs?* (How did you finish the task? Individual or in pairs?)
- S : *Saya manut instruksi dong miss, jadi berdua dong.* (I followed the instruction Miss, so I finished it in pairs.)
- T : *Bagus sekali.* (Very good.)
- T : *Tadi kamu selesai tidak mengerjakannya?* (Did you finish the task?)
- S : *Selesai miss, lha gurunya tadi muter kami je ya, jadinya mau tidak mau ya harus selesai tho.* (Yes, I did, the teacher checked us so we ought to finish the task.)
- T : *Task 11 bagaimana ini?* (How was task 11?)
- S : *Em...jadi tau tentang recount text miss.* (Em...I understood about a recount text.)
- T : *Tenane?* (Really?)
- S : *Iya miss, lha itu tentang pengalaman seseorang kan iya kan?* (Yes, I did. That was about someone's experience, wasn't it?)
- T : *Bagus.* (Good.)
- T : *Textnya sesuai jurusan tidak ini?* (Was the text relevant to the study program?)
- S : *Sesuai kok miss. Ini tentang pengalaman seseorang menggunakan kamera tho?* (Yes, it was. It was about someone that uses a camera, wasn't it?)
- T : *Iya.* (Yes, it was.)
- T : *Activitynya piye?* (How was the activity?)
- S : *Mencari meaning kan? Bagus miss, gak usah sulit-sulit gitu.* (It was about finding the meaning, wasn't it? It was good and not too difficult.)
- T : *Vocabnya membantu tidak?* (Did the vocabulary help you?)
- S : *Iya miss, jadi benar-benar tahu maksud textnya.* (Yes, it did. I really knew the text.)

- T : *Instruksinya?* (How was the instruction?)
- S : *Mudah dipahami.* (It was understandable.)
- T : *Kalian menemukan meaning dari vocabnya tidak?* (Did you find the meaning of the vocabulary?)
- S : *Iya dong miss.* (Yes, I did.)
- T : *Jadi setuju ni kalau dikerjakan secara individu?* (So, did you agree that it was done individually?)
- S : *Setuju miss.* (Yes, I did.)
- T : *Eh...terus tadi dicek gak sama gurunya?* (Was your work being checked?)
- S : *Iya dong miss.* (Yes, it was.)
- T : *Task 12 membantu memahami textnya tidak?* (Did task 12 help you in understanding the text?)
- S : *Iya miss, pertanyaannya bisa dijawab kalau mudeng textnya.* (Yes, it did. The questions could be answered if understand the text.)
- T : *Pertanyaannya sulit tidak?* (Were the questions difficult?)
- S : *Tidak terlalu sulit, lagian pertanyaannya kan berdasarkan textnya.* (No, it was not too difficult; moreover the questions are based on the text.)
- T : *Bagus gak activitynya? Perlu saya ganti tidak?* (Was the activity good? Should I change it?)
- S : *Bagus. Tidak perlu diganti kok miss, pertanyaannya kan membantu ben mudeng textnya.* (Yes, it was. It should not be changed because the questions help the students in understanding the text.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Sudah jelas sekali.* (It was clear.)
- T : *Tadi menyelesaikan tasknya sendiri kan?* (You did the task individually, didn't you?)
- S : *Iya miss, soalnya harus membaca lagi textnya.* (Yes, I did. Because I ought to reread the text.)
- T : *Kamu jawab semua pertanyaannya kan?* (You answered all the questions, didn't you?)
- S : *Iya miss. Miss Metta ngecek i satu-satu sih, jadi saya harus jawab semua. Hehehe...* (Yes, I did. Miss Metta checked it one by one, so I ought to answer all the questions. Hehehe...)
- T : *Setelah membaca penjelasan di task 13 jadi mudeng recount text gak?* (Did you understand about recount text after reading the explanations?)
- S : *Mudeng Miss.* (Yes, I did.)
- T : *Penjelasannya enak dipahami gak?* (Were the explanations understandable?)
- S : *Iya miss, masalahnya banyak contohnya sih miss.* (Yes, they were, because there were many examples.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Ya sudah cukup bagus Miss, gak perlu diubah lagi.* (It was good enough Miss, you don't need to change it.)

- T : *Instruksinya?* (How was the instruction?)
- S : *Jelas.* (It was clear.)
- T : *Memahami penjelasannya sendiri atau sama partnermu?* (How did you learn the explanations? Alone or with your friends?)
- S : *Memahaminya ya sendirilah miss.* (I learned the explanations alone Miss.)
- T : *Kamu tadi bisa berpartisipasi aktif gak?* (Did you participate actively?)
- S : *Iya dong miss. Saya kan baca menyebutkan structure recount textnya.* (Yes, I did. I mentioned the general structure of recount text.)
- T : *Oh...terus gurunya menjelaskan begitu?* (Oh...did the teacher explain the materials?)
- S : *Iya Miss.* (Yes, she did.)
- T : *Task14 ini bagaimana? Mudeng penggunaan past tense gak?* (*How was task 14? Did you understand the use of past tense?*)
- S : *Iya miss, jadi lebih mudeng menggunakan past tense.* (Yes, I did. I did understand the use of past tense.)
- T : *Apakah kata-kata dalam kurung ini susah?* (Were the words in the bracket difficult?)
- S : *Tidak terlalu susah kok Miss, lagian text yang digunakan tentang kamera gitu, jadi menarik gitu.* (No, they were not too difficult. Moreover, the text was about cameras so it was interesting.)
- T : *Bagus.* (Good.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss, beda dari yang sebelumnya.* (It was interesting Miss, it is different.)
- T : *Ok, instruksinya jelas gak?* (Well, how was the instruction?)
- S : *Kurang jelas miss, ya classmates nya itu diganti partner aja.* (It was not clear Miss, the word 'classmates' is changed into 'partners'.)
- T : *Tadi dibandingkan dengan partnermu tidak?* (Did you compare you works with your partner?)
- S : *Iya miss, soalnya kalau sendiri ngerjainnya agak kurang yakin, hehehe...* (Yes, I did. Because I am not sure if I did it alone.)
- T : *Tadi dikerjakan semua tho?* (Did you finish all your works?)
- S : *Iya dong Miss..* (Yes, I did.)
- T : *Good.*
- T : *Tadi bisa buat dialognya tidak?* (Could you make the dialog?)
- S : *Bisa kok Miss.* (Yes, I could.)
- T : *Dialognya tentang expresi-expresi yang sudah dibahas apa tidak?* (Did the dialog involve the expressions?)
- S : *Tentunya.* (Of course.)
- T : *Gambarnya bagus tidak? Sesuai topik tidak?* (Was the picture good? Was it relevant to the topic?)
- S : *Ohh... Bagus miss. Sesuai kok.* (ohh...It was good.)

- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik kok miss.* (It was interesting.)
- T : *Instruksinya piye? Jelas apa tidak?* (How was the instruction? was it clear or not?)
- S : *Jelas Miss.* (It was clear.)
- T : *Buat dialognya kerjasama dengan temanmu, iya kan?* (You made the dialog with your friend, didn't you?)
- S : *Iya dong Miss, kalau gak kerjasama susah miss, lagian harus dipraktekkan di depan kelas kan?.* (Yes, I did. It would be difficult if I did it alone, moreover, it should be practiced in the front of the class.)
- T : *Bagus.* (Good.)
- T : *Kamu tadi praktek di depan kelas tidak?* (Did you practice it in front of class?)
- S : *Gak kebagian Miss, hehehe.* (No, I didn't.)
- T : *Tapi kamu buat dialognya kan tadi?* (You made the dialog, didn't you?)
- S : *Iya dong Miss, kan tadi udah dilihat sama Miss Metta.* (Yes, I did. You had checked my works.)
- T : *Tadi buat recount text gak?* (Did you make a recount text?)
- S : *Iya dong Miss.* (Yes, I did.)
- T : *Bisa buatnya?* (Could you make it?)
- S : *Bisa kok Miss.* (Yes, I could.)
- T : *Tadi buat recount textnya tentang kamera tidak hayo?* (Did you make a recount text about cameras?)
- S : *Iya Miss, saya hanya ngikut instruksinya.* (Yes, I did. I just follow the instruction.)
- T : *Seneng gak dengan topiknya?* (Did you like the topic?)
- S : *Seneng banget.* (Yes, I did.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss.* (It was interesting.)
- T : *Instruksinya gimana?* (How was the instruction?)
- S : *Enak kok, tidak membingungkan.* (It was clear.)
- T : *Setuju dikerjakan sendiri tidak ni tasknya?* (Did you agree that this task is for individual task?)
- S : *Sangat setuju mas, ini kan berdasar pengalamannya sendiri-sendiri.* (Yes, I agreed. Because this was based on own experience.)
- T : *Kamu sendiri ngerjain gak?* (Did you finish your work?)
- S : *Iya Miss. Kan dikumpulkan, jadinya harus mengerjakan.* (Yes, I did. It ought to be submitted so I had to finish it.)
- T : *Gurunya tadi membantu kalian tidak?* (Did the teacher help you?)
- S : *Iya Miss.* (Yes, she did.)

Interview Transcript Unit 2

- T : *Keseluruhan unit 2 ya sekarang.* (Now, It is about unit 2 in general, isn't it?)
- S : *Iya Miss.* (Yes, it is.)
- T : *Topik nya sesuai tidak?* (Was the topic relevant to the study program?)
- S : *Sesuai sekali banget banget Miss, selain tentang kamera, kita kan juga belajar website.* (Yes, it was. We also learned about websites)
- T : *Jadi website ini sudah sesuai kan, iya kan?* (So, website was relevant, wasn't it?)
- S : *Iya Miss.* (Yes, it was.)
- T : *Kosakatanya gimana? Sesuai jurusan tidak?* (How was the vocabulary? Was it relevant to the study program?)
- S : *Sesuai Miss.* (Yes, it was.)
- T : *Terus, materinya piye?sesuai jurusan gak?menarik gak?* (What do you think about the materials? Was it relevant to your study program? Was it interesting?)
- S : *Mmmm.....sesuai miss. Tadi kan topiknya website, ini textnya juga sudah tentang website.* (It was relevant to the study program Miss. The topic was about websites, so the text was also about websites.)
- T : *Ok, terus activitynya gimana?* (Ok, so how were the activities?)
- S : *Menurut saya, menarik kok miss.* (I think the activities were interesting Miss.)
- T : *Instruksine?* (How were the instructions?)
- S : *Mudah dipahami kok Miss.* (They were understandable Miss.)
- T : *Kalian mengikuti instruksinya dengan baik gak?* (Did you follow the instructions well?)
- S : *Ya iyalah miss.* (Yes, of course.)
- T : *Great. Kalian ikut berpartisipasi aktif tidak?* (Great, did you participate actively?)
- S : *Iya Miss.* (Yes, I did.)
- T : *Gambar apa ini?* (What is it?)
- S : *Website miss.* (It is a website Miss)
- T : *Apakah dengan melihat gambar ini kalian bisa tahu apa yang mau dibahas?* (Did you know what we would discuss after looking at the picture?)
- S : *Ini tentang websitelah Miss.* (It was about websites.)
- T : *Bagus.* (Good.)
- T : *Terus gambarnya sudah sesuai jurusan belum?* (How was the picture? Was it relevant to your study?)
- S : *Yes, relevant Miss. Kita kan juga belajar tentang website.* (Yes, it was. We also learned about website.)
- T : *Activitynya piye? Menarik tho?* (How was the activity? It was interesting,

- wasn't it?)
- S : *Menarik Miss.* (Yes, it was interesting.)
- T : *Instruksinya bagaimana?* (How was the instruction?)
- S : *Bisa dimengerti kok Miss.* (It was understandable Miss.)
- T : *Tadi kan task 1 dibahas secara bersama-sama tho? Itu bagus apa tidak?* (Task 1 was discussed together, wasn't it? Was it good or not?)
- S : *Bagus Miss, jadi bisa diskusi bersama di kelas, kita bisa nebak-nebak apa yang mau dibahas.* (It was good Miss, we could discuss it in class so we could guess what we would learn.)
- T : *Tadi aktif menjawab pertanyaannya tidak hayo?* (Did you answer the questions?)
- S : *Iya dong Miss.* (Yes, I did.)
- T : *Bagaimana ni dengan vocabulary tasknya?* (How was the vocabulary task?)
- S : *Asik Miss, bisa nambah kosakatanya.* (It was good, it improved the vocabulary.)
- T : *Vocabnya piye? Relevant tidak?* (How was the vocabulary? Is it relevant?)
- S : *Iya Miss.* (Yes, it was.)
- T : *Vocabulary tasknya gimana? Menarik tidak?* (How was the vocabulary task? Was it interesting?)
- S : *Iya miss, ini menarik. Ini berbeda dengan vocabulary task sebelumnya.* (Yes, it was interesting. It was different from the previous vocabulary task.)
- T : *Instruksinya jelas tidak?* (Was the instruction clear?)
- S : *Mmm...mungkin Miss metta harus memperjelas instruksinya, ini dikerjakan secara individu atau tidak.* (Mmm...perhaps you ought to make it clearer, it was for individual work or not.)
- T : *Ok.* (Ok.)
- T : *Tadi tasknya dikerjakan secara individu?* (Did you finish the task individually?)
- S : *Nah itu Miss, ini tuh mbingungi. Tidak ada penjelasan bagaimana mengerjakan tasknya di instruksinya itu loh.* (That is the point, it was confusing Miss. There was no explanation about how to do the task in the instruction Miss.)
- T : *Ok, nanti saya edit.* (Ok, I will revise it.)
- T : *Tadi kamu repeat wordsnya tidak hayo?* (Did you repeat the words?)
- S : *Iya dong Miss.* (Yes, of course.)
- T : *Bagus.* (Good)
- T : *Piye ni task 3 nya?* (How was task 3?)
- S : *Bagus Miss, saya bisa praktek listening. Lagian textnya ki gak susah-susah banget.* (It was good. I could practice my listening skill. Moreover, the text was not too difficult.)

- T : *Monolognya relevant dengan jurusan tidak?* (Was the monolog relevant to the study program?)
- S : *Iya Miss. Relevant kok. Tapi harusnya Miss Metta nambahi gambar di textnya itu lho Miss.* (Yes, it was relevant. However, Miss Metta should add a picture in the text.)
- T : *Ok.* (Ok)
- T : *Task 3 menarik tidak?* (Was task 3 interesting?)
- S : *Menarik kok miss. Tapi pertanyaannya mbok diganti pilihan abcd aja.* (Actually it was interesting but it should be changed into abcd.)
- T : *Owalah, multiple choice tho. Oke. Terus instruksinya piye?* (That was multiple choice right? Ok. How was the instruction?)
- S : *Mudeng miss, tapi classmatesnya mbok diganti in pairs gitu aja miss.* (I understood the instruction, but it used 'classmates', didn't it? That was confusing miss, how if you change it into 'in pairs'?)
- T : *Ok.*
- T : *Tasknya dikerjakan secara individu atau dengan partnermu?* (How did you do the task?)
- S : *Sama teman miss.* (In pairs Miss)
- T : *Peran siswa dan gurunya gimana ini menurut kalian?* (How were the roles of the students and the teacher?)
- S : *Aktif semua Miss, bagus.* (They participated actively.)
- T : *Apa yang kalian dapat dari task 4?* (What did you get from task 4?)
- S : *Bisa belajar berbicara menggunakan pronunciation dan intonasi yang benar Miss.* (I could learn how to use proper pronunciation and intonation.)
- T : *Textnya bagaimana? Relevant atau tidak?* (How was the text? Was it relevant?)
- S : *Iya Miss, sudah tentang giving instruction of websites gitu.* (Yes, it was. It was about expression of giving instruction of a website.)
- T : *Oke, bagus. Apa lagi?* (Ok, good. What else?)
- S : *Tidak ada gambarnya, mbok dikasih Miss.* (Mmm...there is no any pictures Miss, you should add a picture.)
- T : *Activitynya piye? Menarik tidak?* (How was the activity? Was it interesting?)
- S : *Iya Miss, kita harus membaca keras, jadi tahu nek ada kesalahan.* (Yes, it was. We ought to read the dialog loudly so we would realize if we did a mistake.)
- T : *Instruksinya gimana?* (How was the instruction?)
- S : *Classmatesnya itu mbingungi miss, jadi bingung maksudnya, mbok diganti partner atau pairs gitu miss.* (The word 'classmates' is confusing Miss, it should be changed into 'partners' or 'pairs'.)
- T : *Oke, kalau begitu tadi bisa mengerjakan ya? Tadi kerjaannya dibandingkan dengan teman tidak?* (Ok. So you could finish the task,

- couldn't you? Did you compare your task to your friends?)
- S : *Iya miss, tadi kerjaanku ditukarkan ke teman lain miss, jjadi aku nyocokin punya yang lain, terus punyaku dicocokin temenku gitu. (Yes, I did. My work was compared to the other, so I checked my friend's work and vice versa.)*
- T : *Terus tadi guru sama siswa aktif gak? (Did the teacher and the students participate actively?)*
- S : *Aktif siswanya miss, lha wong siswanya suruh praktek baca, kalau gurunya kan ngecek cara bacanya. (Yes, they did. The students ought to read aloud, and the teacher checked the pronunciations.)*
- T : *Apa kosakatanya nambah setelah ngerjain ini?(Did the vocabulary improve after did the task?)*
- S : *Iya dong Miss. Vocabnya jadi nambah gitu. (Yes, it did. The vocabulary improved.)*
- T : *Vocabnya relevant tidak? (Was the vocabulary relevant to the study program?)*
- S : *Iya Miss. (Yes, it was.)*
- T : *Instruksinya dapat dimengerti tidak? (Was the instruction understandable?)*
- S : *Ya. Instruksinya mudah dimengerti kok miss. (Yes, it was. The instruction was understandable.)*
- T : *Tadi nyari artinya lewat dictionary tidak? (Did you use the dictionary?)*
- S : *Tidak juga sih miss, beberapa bisa ditebak sendiri. (Not at all Miss, I guessed the meaning of some words.)*
- T : *Tadi dikerjakan secara individu tho? (You did the task individually, didn't you?)*
- S : *Iya dong Miss. (Yes, I did.)*
- T : *Kalian repeat me gak tadi? (Did you repeat the words after me?)*
- S : *Iya kok miss. (Yes, I did.)*
- T : *Apa yang didapat ni setelah mengerjakan task 6 ini? (What did you get from doing task 6?)*
- S : *Ya ekspresi giving instructions and responding to instructions miss jadi tau gitu tentang itu semua. (I learned about xpressions of giving instructions and responding to instructions.)*
- T : *Penjelasannya bagaimana? (How was the explanation in task 6?)*
- S : *Jelas kok miss. (It was clear, Miss.)*
- T : *Terus menarik gak? (Was it interesting?)*
- S : *Menarik Miss, kita harus pintar mencari ekspresi-ekspresinya.(Yes, it was. We ought to find the expressions.)*
- T : *Terus nyari contoh ekspresinya tadi sendiri atau tidak?(How did you find the expressions?)*
- S : *Sendiri miss. (Individually Miss.)*

- T : *Bagus.* (Good.)
- S : *Instruksi di task 6 ini jelas gak?* (How was the instruction in task 6?)
- T : *Jelas Miss.* (It was clear, Miss.)
- T : *Tadi kalian ikut nyari contoh ekspresinya tidak?* (Did you participate in finding the expressions?)
- S : *Iya Miss.* (Yes, I did.)
- T : *Gurunya?* (What was the teacher doing?)
- S : *Menjelaskan di depan kelas kan.* (She explained it in the front of the class.)
- T : *Tadi kalian mengerjakan task 7 ini tidak?* (Did you do task 7?)
- S : *Iya Miss.* (Yes, I did.)
- T : *Jadi kalian bisa mengaplikasikan ekspresinya dalam task ini ya?* (So, you could how to apply the expressions through this task, couldn't you?)
- S : *Iya miss.* (Yes, I could.)
- T : *Penjelasannya jelas apa tidak?* (Was the explanation clear?)
- S : *Iya kok Miss.* (Yes, it was.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss.* (It was interesting.)
- T : *Instruksinya jelas apa tidak?* (Was the instruction clear?)
- S : *Jelas dan simple miss.* (It was clear and simple.)
- T : *Task 7nya dikerjakan sendiri kan tadi?* (You did task 7 individually, didn't you?)
- S : *Iya Miss.* (Yes, I did.)
- T : *Peranmu gimana?* (How was your role?)
- S : *Ya mengerjakan tasknya.* (I did the task.)
- T : *Terus gurunya ngapain?* (Good. What was the teacher doing?)
- S : *Mengecek pekerjaan siswa.* (She was checking the students' work.)
- T : *Kosakatanya nambah gak?* (Was the vocabulary improved?)
- S : *Nambah miss.* (Yes, it was.)
- T : *Vocabnya sesuai jurusan apa tidak?* (Was the vocabulary relevant to your study program?)
- S : *Iya miss.* (Yes, it was relevant Miss.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Bagus kok miss.* (It was good.)
- T : *Instruksinya jelas?* (Was the instruction clear?)
- S : *Iya Miss.* (Yes, it was.)
- T : *Terus, setuju gak task ini dikerjakan secara individu?* (Did you agree that this task is done individually?)
- S : *Setuju miss..* (Yes, I did.)
- T : *Kamu tadi bisa berpartisipasi aktif gak?* (Did you participate actively?)
- S : *Iya dong miss. Saya repeat Miss metta.* (Yes, I did. I repeated Miss Metta.)
- T : *Kalian paham textnya apa tidak jal?* (Could you comprehend the text?)
- S : *Paham kok Miss.* (Yes, I could.)

- T : *Textnya sudah sesuai dengan jurusan apa belum?* (Has the text relevant to the study program?)
- S : *Sudah kok Miss.* (Yes, it has.)
- T : *Ada yang lain?* (Anything else?)
- S : *Textnya mbok ditambahi gambar ya miss.* (A picture should be added in the text.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik kok miss.* (It was interesting.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Jelas Miss.* (It was understandable.)
- T : *Bagaimana tadi bacanya?* (How did you read?)
- S : *Sendiri miss, soalnya saya harus benar-benar memahami textnya.* (Alone Miss, because I ought to really comprehend the text.)
- T : *Bagus.* (Good.)
- T : *Tadi kamu jawab pertanyaannya tidak?* (Did you answer the questions?)
- S : *Iya dong miss.* (Yes, I did.)
- T : *Bagus. Gurunya ngecek kan?* (Good. How did the teacher?)
- S : *Iya. Ngecek pemahaman siswa.* (She checked the students' understanding.)
- T : *Task 10 membantu kalian dalam memahami text tidak?* (Did task 10 help you in understanding the text?)
- S : *Iya dong miss.* (Yes, it did.)
- T : *Bagus.* (Good.)
- T : *Bagaimana pernyataan-pernyataan di task 10 ini?* (How were the statements in task 10?)
- S : *Mudah dipahami Miss.* (They were understandable Miss.)
- T : *Activitynya menantang tidak?* (Was the activity challenging?)
- S : *Iya Miss.* (Yes, it was.)
- T : *Great. Apalagi? Instruksinya bisa dipahami?* (Anything else? Was the instruction understandable?)
- S : *Bisa kok Miss* (Yes, it was.)
- T : *Tadi dikerjakan secara individu atau in pairs?* (How did you do the task? Individual or in pairs?)
- S : *Saya manut instruksi dong miss, jadi berdua dong.* (I followed the instruction Miss, so I finished it in pairs.)
- T : *Tadi pekerjaanmu dicek kan?* (Did your work being checked?)
- S : *Iya miss. Miss Metta ngecek satu per satu je.* (Yes, it did. Miss Metta checked it one by one.)
- T : *Task 11 tentang apa?* (What was task 11 about?)
- S : *Tentang text prosedur tho Miss.* (It was about procedural text.)
- T : *Iya po?* (Really?)
- S : *Iya miss.* (Yes, it was.)
- T : *Bagus.* (Good.)

- T : *Textnya sesuai jurusan tidak ini?* (Was the text relevant to the study program?)
- S : *Sesuai kok miss.* (Yes, it was.)
- T : *Activitynya piye?* (How was the activity?)
- S : *Mencari meaning kan? Bagus miss, gak usah sulit-sulit gitu.* (It was about finding the meaning, wasn't it? It was good and not too difficult.)
- T : *Vocabnya membantu tidak?* (Did the vocabulary help you?)
- S : *Iya miss, jadi benar-benar tahu maksud textnya.* (Yes, it did. I really knew the text.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Mudah dipahami.* (It was understandable.)
- T : *Jadi setuju ni kalau dikerjakan secara individu?* (So, did you agree that it was done individually?)
- S : *Setuju miss.* (Yes, I did.)
- T : *Tadi dicek gak sama gurunya?* (Was your work being checked?)
- S : *Iya dong miss.* (Yes, it was.)
- T : *Task 12 membantu memahami textnya tidak?* (Did task 12 help you in understanding the text?)
- S : *Iya miss.* (Yes, it did.)
- T : *Bisa menemukan semua main ideanya?* (Were the questions difficult?)
- S : *Iya tentunya.* (Yes, of course.)
- T : *Bagus gak activitynya?* (Was the activity good?)
- S : *Bagus.* (Yes, it was.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Sudah jelas sekali.* (It was clear.)
- T : *Tadi menyelesaikan tasknya sendiri atau dengan teman?* (You did the task alone, didn't you?)
- S : *With my friends ki miss.* (I did it with my friends.)
- T : *Kamu berhasil gak menemukan main ideanya?* (Could you find the main idea?)
- S : *Iya miss.* (Yes, I could.)
- T : *Penjelasannya membantu kalian memahami prosedur text gak?* (Did the explanations help you in understanding the procedural text?)
- S : *Yes Miss.* (Yes, it did.)
- T : *Penjelasannya enak dipahami gak?* (Were the explanations understandable?)
- S : *Iya miss, masalahnya banyak contohnya sih miss.* (Yes, they were, because there were many examples.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Ya sudah cukup bagus Miss.* (It was good enough.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Jelas.* (It was clear.)

- T : *Memahami penjelasannya sendiri kan?*(You learned the explanations by yourself, didn't it?)
- S : *Memahaminya ya sendirilah miss.* (Yes, I did. I learned the explanations alone Miss.)
- T : *Kamu tadi bisa berpartisipasi aktif gak?* (Did you participate actively?)
- S : *Iya dong miss. Mencari contoh instruksi je.* (Yes, I did. I ought to find the example of an instruction.)
- T : *Lha terus dijelaskan gitu sama gurunya?* (Did the teacher explain that?)
- S : *Iya Miss.* (Yes, she did.)
- T : *Jadi lebih mudeng prosedur text tho?* (You understood a procedural text, didnt you?)
- S : *Iya miss.* (Yes, I did.)
- T : *Instruksi dalam soal susah ra?*(Was the instruction difficult?)
- S : *Tidak terlalu susah kok Miss. Malahan, sudah sesuai topicnya. Bagus Miss.* (No, it wasn't. It was relevant to the topic. Great.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss, menantang.* (It was interesting and challenging.)
- T : *Ok, instruksinya jelas gak?* (Well, how was the instruction?)
- S : *Kurang jelas, ini dikerjakan sendiri atau boleh dengan teman.* (It was not clear. It should be finished individually or with friends.)
- T : *Tadi mengerjakannya sendiri atau dengan teman?*(How did you do the task?)
- S : *Bingung Miss, di instruksinya gak dijelaskan. Mbok in pairs aja Miss.* (I was confused Miss, the instruction was not clear, it was in pairs or not.)
- T : *Oke.* (Ok)
- T : *Tadi dikerjakan semua tho?* (Did you finish all your works?)
- S : *Iya dong Miss..* (Yes, I did.)
- T : *Good.*
- T : *Tadi bisa telling the instructions tho?* (You could apply the expression of telling instructions, couldn't you?)
- S : *Bisa kok Miss. Cuman grogi pas baca di depan kelas.* (Yes, I could but I was nervous.)
- T : *Umm...I see.* (I see.)
- T : *Textnya menggunakan text di task 10 ya? Jadi sudah relevant kan?*(You used the text of task 10, didn't you? Was it relevant?)
- S : *Sudah Miss. Textnya sama kok.* (Yes, I did. It was relevant.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik kok miss.* (It was interesting.)
- T : *Instruksinya piye? Jelas apa tidak?* (How was the instruction? Was it clear or not?)
- S : *Jelas Miss.* (It was clear.)
- T : *Tadi instruksinya dibuat dan dibaca sendiri kan?*(Did your make the

- instruction?)
- S : *Tentu Miss.* (Yes, of course.)
- T : *Bagus.* (Good.)
- T : *Tadi kamu baca di depan kelas kan?* (Did you read the instruction in front of the class?)
- S : *Iya Miss.* (Yes, I did.)
- T : *Dicek pronounciationnya tidak?* (Did the pronunciation being checked?)
- S : *Iya. Dicek Miss Metta.* (Yes, it did.)
- T : *Bisa meringkas textnya jadi simple tidak?* (Could you simplify the text?)
- S : *Iya dong Miss.* (Yes, I could.)
- T : *Textnya relevant kan?* (Was the text relevant to the study program?)
- S : *Iya sudah sesuai topiknya.* (Yes, it was.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss.* (It was interesting.)
- T : *Instruksinya gimana?* (How was the instruction?)
- S : *Enak kok, tidak membingungkan.* (It was clear.)
- T : *Setuju kalau tasknya dikerjakan secara individu tho?* (Did you agree that the task was for individual task?)
- S : *Setuju Miss.* (Yes, I did.)
- T : *Peranmu apa?* (what was your role?)
- S : *Yang mengerjakan tasknya Miss.* (I was doing the task.)
- T : *Gurunya?* (How was the teacher?)
- S : *Tadi membantu kalau ada yang tanya.* (She helped the students.)

Interview Transcript Unit 3

- T : *Keseluruhan unit 3 ini bagaimana? Sudah relevan dengan jurusan kalian apa belum?* (In general, was Unit 3 relevant to your study program?)
- S : *Sudah kok Miss.* (Yes, it was.)
- T : *Terus vocabnya piye? Sesuai apa tidak?* (Was the vocabulary relevant to the study program?)
- S : *Sangat sesuai, berhubungan dengan kamera dan photo si.* (Yes, it was. It also related to camera and photo.)
- T : *Bagus.* (Great.)
- T : *Materinya bagaimana? Sesuai?* (How was the material? Was it relevant to the study program?)
- S : *Sudah, ini kan tanda-tanda peringatan koyok sing gon pameran itu ya.* (Yes, it was. It was a notice in a photo exhibition.)
- T : *Yes. Sudah pernah melihat?* (Yes, it was. Have you seen that before?)
- S : *Sudah pas kunjungan tugas sekolah itu ada kayak gini.* (Yes, I have. I saw that in schools' tour.)
- T : *Menarik gak materinya?* (Was it interesting?)
- S : *Menarik miss, gambarnya bagus.* (Yes, it was interesting.)

- T : *Untuk aktivitasnya secara keseluruhan bagaimana?*(How were the activities in general?)
- S : *Asik Miss, jadi tahu maksud larangan-larangan itu.*(The activities were great, I became understand those notices.)
- T : *Instruksine piye? Mudah po sulit?* (How was the instruction? Was it easy or difficult?)
- S : *Mudah kok. Gak terlalu rumit sih.*(It was easy.)
- T : *Tadi dikerjakan sesuai instruksinya gak?* (Did you finish the tasks according to the instruction?)
- S : *Sesuai kok miss.* (Yes, I did.)
- T : *Jadi kalau memang untuk tugas individu ya dikerjakan sendiri kan?* (So, if the task is individual task, would you finish it individually?)
- S : *Iya dong.* (Yes, I would.)
- T : *Bagus. Terus tadi ikut berpartisipasi aktif kan?*(Great. Did you participate actively?)
- S : *Iya miss.*(Yes, I did.)
- T : *Kira-kira tujuan task 1 ini apa hayo?*(What was the purpose of task 1?)
- S : *Ngasih tahu kalau mau belajar tanda-tanda itu kan Miss.*(It was to elicit us that we would learn about notices.)
- T : *Bagus.* (Good.)
- T : *Itu gambarnya sudah sesuai jurusan kalian belum?*(Was the picture relevant to your study program?)
- S : *Yes, sudah.*(Yes, it was.)
- T : *Activitynya bagaimana?*(How was the activity?)
- S : *Bagus Miss, ada gambarnya. Pertanyaannya juga enak.*(It was good Miss. The questions were easy.)
- T : *Bagus. Instruksinya jelas apa gak?* (Great. Was the instruction clear?)
- S : *Jelas Miss.*(Yes, it was clear.)
- T : *Bagaimana kalian tadi mendiskusikannya?*(How did you discuss this task?)
- S : *Bareng temen-temen semua miss, jadi asik gitu tho Miss.* (I discussed it with friends Miss.)
- T : *Kalian semua tadi ikut jawab gak hayo?*(Did you answer the questions?)
- S : *Ikutlah Miss.*(Yes, I did.)
- T : *Terus, task 2 ni ya. Task ini menurutmu bisa nambah kosakatamu tidak?*(Could task 2 improve the vocabulary?)
- S : *Bisa Miss.* (Yes, it could.)
- T : *Terus bisa bantu pas listening monolog tidak?* (Could it help you in listening to a monolog?)
- S : *Bisa Miss, jadinya udah tau arti kata-kata sulitnya lebih dulu.* (Yes, it could. I knew the meaning of the words before listening to a monolog.)
- T : *Kosakatanya sesuai dengan jurusan kalian apa belum jal?* (Was the vocabulary relevant to your study program?)

- S : *Iya miss.* (Yes, it was Miss.)
- T : *Suka dengan activitynya gak?*(Did you like the activity?)
- S : *Suka Miss, bisa repeat kata-katanya dengan keras, hahaha.*(Yes, I did. I could repeat the words loudly.)
- T : *Ok, instruksinya gimana? Mudeng gak?* (Ok, how was the instruction? Did you understand?)
- S : *Bisa dimengerti miss.*(It was understandable.)
- T : *Terus, setuju gak kalau task ini dikerjakan sendiri?* (Did you agree that this task was done individually?)
- S : *Setuju Miss. Ya itu Miss, kayak kemarin itu lho, kan kita harus buka kamus sendiri-sendiri Miss.*(Yes, I did. It was like yesterday that we ought to open the dictionary.)
- T : *Ikut repeating the teachernya gak hayo?*(Did you repeat the words after the teacher?)
- S : *Ikut kok Miss.* Yes, I did.)
- T : *Bagus.*(Good.)
- T : *Gimana ni task 3 nya? Bisa meningkatkan kemampuan listening kalian gak?*(How was task 3? Could it improve your listening skill?)
- S : *Bisa Miss, apalagi dibaca keras gitu monolognya, jadi mudeng Miss.*(Yes, it could, moreover you read it loudly.)
- T : *Monolognya susah dipahami gak? Sesuai dengan jurusan gak?*(Was the monolog difficult? Was it relevant to the study program?)
- S : *Mudah kok Miss, monolognya juga sesuai jurusan.* (No, it wasn't. It was also relevant to the study program.)
- T : *Ok. Apalagi?*(Ok, what else?)
- S : *Tapi mbok dikasih gambar gitu, jadi bisa bantu biar mudeng monolognya itu Miss.* (You ought to add a picture to help us in understanding the monolog.)
- T : *Task 3 menarik tidak?* (Was task 3 interesting?)
- S : *Menarik.* Yes, it was interesting.)
- T : *Kalau instruksinya gimana?* (How was the instruction?)
- S : *Kayak kemarin Miss, classmatesnya diganti gitu.*(It was like yesterday, you ought to change the 'classmates'.)
- T : *Diganti in pairs gitu maksudnya?Ok.* (It ought to be changed into 'in pairs'? Ok.)
- S : *Terus itu pertanyaannya diganti pilihan aja Miss.* (You ought to change the questions into multiple choice.)
- T : *Oke deh.* (Ok.)
- T : *Tadi dikerjakan sendiri atau in pairs?* (How did you do the task? Individually or in pairs?)
- S : *Sama teman miss.* (In pairs Miss)
- T : *Peran siswa dan gurunya gimana ini menurut kalian?* (How were the roles

- of the students and the teacher?)
- S : *Aktif semua Miss, bagus.* (They participated actively.)
- T : *Task 4 gimana ni? Bisa meningkatkan kemampuan membacanya gak?* (How was task 4? Could it improve your speaking skill?)
- S : *Bisa Miss.* (Yes, it could.)
- T : *Textnya sudah sesuai jurusan apa belum?* (Was the text relevant to the study program?)
- S : *Sudah miss.* (Yes, it was.)
- T : *Oke, bagus. Apa lagi?* (Ok, good. What else?)
- S : *Ditambah gambar dong Miss.* (You should add a picture.)
- T : *Ok, terus activitynya gimana?* (Ok, how was the activity?)
- S : *Menarik kok Miss, bisa belajar bicara.* (It was interesting; we could learn how to speak well.)
- T : *Instruksinya gimana?* (Ok, Good. How was the instruction?)
- S : *Classmatesnya itu mbingungi miss, jadi bingung maksudnya, mbok diganti partner atau pairs gitu miss.* (The word 'classmates' was confusing Miss, it ought to be changed into 'partners' or 'pairs'.)
- T : *Baca dialognya sama temen?* (Did you read the dialog with your friends?)
- S : *Yes, jawaban pertanyaannya juga dicocokke sama temen og Miss.* (Yes, I did. I also checked my friends' work and vice versa.)
- T : *Terus tadi guru sama siswa aktif gak?* (Did the teacher and the students participate actively?)
- S : *Aktif siswanya miss, lha wong siswanya suruh praktek baca, kalau gurunya kan ngecek cara bacanya.* (Yes, they did. The students read the dialog aloud, and the teacher checked the pronunciations.)
- T : *Task 5nya bantu kalian nambah vocab gak?* (Did task 5 help you in improving the vocabulary?)
- S : *Iya dong miss.* (Yes, it did.)
- T : *Vocabnya sesuai dengan jurusan kalian tidak?* (Was the vocabulary relevant to the study program?)
- S : *Iya Miss. Sangat sesuai.* (Yes, it was.)
- T : *Tasknya menarik gak guys?* (Was the task interesting guys?)
- S : *Menarik miss, wong harus ngepas-ngepasin artinya biar sesuai kontek di dialog tadi. Menantang pokoknya wis.* (It was interesting Miss, because we should match the meaning with the context in the dialog.)
- T : *Instruksinya gimana?*
- S : *mudah dimengerti kok miss.* (The instruction was understandable.)
- T : *Tadi dikerjakan sendiri atau in pairs?* (How did you finish the task?)
- S : *Sendiri miss, instruksinya kan sendiri.* (I finished it individually Miss, the instruction was individual task.)
- T : *Bagus.* (Great.)
- T : *Tadi ikut mengerjakan kan?* (Did you finish the task?)

- S : *Iya kok miss.* (Yes, I did.)
- T : *Lha terus gurunya ngapain?* (What did the teacher do?)
- S : *Check pronunciationnya.* (She checked the pronunciation.)
- T : *Task 6 ini membuat kalian tahu tentang penggunaan 'must' dan 'have to' tidak?* (Did task 6 make you understand the use of 'must' and 'have to'?)
- S : *Ya Miss, sangat jelas ini.* (Yes, it did.)
(Appendix D/ Interview Transcript/ Unit 3)
- T : *Penjelasannya bisa dipahami kan?* (Was the explanation understandable?)
- S : *Iya Miss, sangat bisa dipahami kok. Ada contohnya, jadi mempermudah memahaminya.* (Yes, it was. It was understandable.)
- T : *Terus menarik gak?* (Was it interesting?)
- S : *Biasa sih sebenarnya Miss, tapi pas suruh nyari contoh-contohnya secara lisan jadi asik gitu.* (Actually it was common but it was interesting when I ought to find the examples orally.)
- T : *Tadi memahaminya sendiri kan?* (Did you learn it by yourself?)
- S : *Ya iyalah Miss, masak memahaminya berdua malah ra paham ntar.* (Yes, I did. It was difficult if I learn it with my friends.)
- T : *Bagus.* (Good.)
- S : *Instruksi di task 6 ini jelas gak?* (How was the instruction in task 6?)
- T : *Jelas Miss.* (It was clear, Miss.)
- T : *Tadi semuanya aktif nyari contohnya ya?* (Did you participate actively in finding the examples?)
- S : *Iya Miss.* (Yes, I did.)
- T : *Gurunya ngapain?* (What did the teacher do?)
- S : *Menjelaskan di depan kelas kan.* (She explained the expressions in the front of the class.)
- T : *Bisa ngerjain gak tadi?* (Could you finish the task?)
- S : *Bisa Miss, ini tidak terlalu sulit kok Miss.* (Yes, I could, it was not too difficult.)
- T : *Bisa belajar apa dari task 7 ini?* (What did you get from task 7?)
- S : *Penggunaan 'must' dan 'have to' itu lho Miss.* (I learned the use of 'must' and 'have to'.)
- T : *Soalnya relevant tidak?* (Were the questions relevant?)
- S : *Sangat sesuai dengan jurusan Miss.* (Yes, they were relevant to the study program.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss, seru gitu banyak gambarnya.* (It was interesting Miss, there were many pictures.)
- T : *Instruksinya jelas apa tidak?* (Was the instruction clear?)
- S : *Kurang jelas Miss, ini untuk individu atau in pairs.* (It was not clear enough that it was for individual task or in pairs.)
- T : *Task 7nya dikerjakan sendiri atau berdua?* (How did you do task 7?)

- S : *Berdua miss. Lebih enak dikerjakan berdua.* (It would be easier if I did it in pairs.)
- T : *Ok.* (Ok.)
- T : *Tadi kamu kerjakan semuanya kan?* (Did you finish the task?)
- S : *Iya dong miss. Lagian Miss metta ngecek perkerjaan e kita sih.* (Yes, I did. You checked my works.)
- T : *Well, task 8 bisa menambah vocab kalian tidak?* (Well, did task 8 improve your vocabulary?)
- S : *Sangat bisa menambah Miss.* (Yes, it did.)
- T : *Membantu dalam memahami text di task 9 gak?* (Did it help you in understanding task 9?)
- S : *Iya Miss, bisa membantu.* (Yes, it was really helpful.)
- T : *Vocabnya sudah sesuai jurusan belum?* (Was the vocabulary relevant to the study program?)
- S : *Sudah kok Miss.* (Yes, it was.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Mbok dibuat bervariasi gitu miss, diganti mencari sinonimnya gitu.* (You ought to make it be more various; it ought to be changed into finding the synonyms of the words.)
- T : *Jadi instruksinya diganti mencari sinonim dong. Oke deh.* (So the instruction also ought to be changed.)
- T : *Tadi nyari meaningnya sendiri atau inpairs?* (How did you find the meaning? Alone or in pairs?)
- S : *Sendiri miss, lha harus buka kamus sendiri-sendiri je.* (I did it alone Miss, I ought to open my dictionary.)
- T : *Ok.* (Ok.)
- T : *Tadi kalian repeat vocabnya gak?* (Did you repeat the vocabulary after me?)
- S : *Iya dong miss, semuanya saya repeat.* (Yes, I did. I repeated all the words.)
- T : *Task 9 menambah kemampuan membaca kalian tidak?* (Did task 9 help you in improving your reading skill?)
- S : *Bisa nambah kok Miss.* (Yes, it did.)
- T : *Textnya sesuai jurusan apa tidak?* (Was the text relevant to the study program?)
- S : *Sesuai Miss.* (Yes, it was.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Sudah cocok Miss, pertanyaannya sangat membantu memahami textnya.* (It was good; the questions helped us in understanding the text.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Sudah jelas Miss.* (It was clear.)
- T : *Terus, setuju gak task ini didesain untuk dikerjakan secara individu?* (Did you agree that this task was designed to do individually?)

- S : *Setuju miss..* (Yes, I agreed.)
- T : *Tadi kamu baca textnya terus njawab pertanyaannya juga kan?* (Did you read the text and answer all the questions?)
- S : *Iya dong miss.* (Yes, I did.)
- T : *Bagaimana ni dengan task 10? Membantu memahami text gak?* (How was task 10? Did it help you in understanding the text?)
- S : *Iya dong miss. Kita harus baca textnya lagi sih.* (Yes, it did. It forced me to read the text.)
- T : *Bagus.* (Good.)
- T : *Bagaimana pernyataan-pernyataannya?* (How were the statements?)
- S : *Mudah dipahami Miss.* (They were understandable Miss.)
(Appendix D/ Interview Transcript/ Unit 3)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menantang Miss, saya suka.* (It was challenging Miss, I like it.)
- T : *Great. Instruksinya bisa dipahami?* (Was the instruction understandable?)
- S : *Bisa kok Miss* (Yes, it was.)
- T : *Bagaimana kamu menyelesaikan tasknya? Individu atau in pairs?* (How did you finish the task? Individual or in pairs?)
- S : *In pairs Miss.* (I finished it in pairs.)
- T : *Bagus sekali.* (Very good.)
- T : *Kamu selesai ngerjain semuanya ra?* (Did you finish all the questions?)
- S : *Selesai. Miss Metta muter-muter terus og, dicek mulu.* (yes, I did. You checked us everytime.)
- T : *Task 11 bagaimana ini?* (How was task 11?)
- S : *Em...saya jadi memahami memo.* (Em...I understood a memo.)
- T : *Tenane?* (Really?)
- S : *Iya miss.* (Yes, I did.)
- T : *Bagus.* (Good.)
- T : *Textnya sesuai jurusan tidak ini?* (Was the text relevant to the study program?)
- S : *Sesuai kok miss.* (Yes, it was.)
- T : *Activitynya piye?* (How was the activity?)
- S : *Nyari meaning kan?* (It was finding the meaning right?)
- T : *Iya, gimana? Diganti gak?* (Yes, it was. How? Should I change it?)
- S : *Gak usah Miss, sangat membantu je.* (No, it didn't. It was helpful.)
- T : *Ok, instruksinya?* (How was the instruction?)
- S : *Mudah dipahami.* (It was understandable.)
- T : *Setuju gak kalau dikerjakan secara individu?* (So, did you agree that it was done individually?)
- S : *Setuju miss.* (Yes, I did.)
- T : *Eh...terus tadi gurunya ngecek kan?* (Did the teacher check your work?)
- S : *Iya dong miss.* (Yes, she did.)

- T : *Task 12 membantu memahami textnya tidak?* (Did task 12 help you in understanding the text?)
- S : *Iya Miss, harus baca lagi je.* (Yes, it did because I ought to reread the text.)
- T : *Tasknya sulit gak?* (Was the task difficult?)
- S : *Gak terlalu sih Miss, kan sebelumnya juga udah dibahas memonya itu.* (No, it was not too difficult Miss. You have explained the memo before.)
- T : *Bagus gak activitynya? Perlu saya ganti tidak?* (Was the activity good? Should I change it?)
- S : *Bagus. Tidak perlu diganti kok miss, pertanyaannya kan membantu ben mudeng textnya.* (Yes, it was. It should not be changed because the questions help the students in understanding the text.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Sudah jelas sekali.* (It was clear.)
- T : *Tadi menyelesaikan tasknya sendiri kan?* (You did the task individually, didn't you?)
- S : *Gak Miss, susah je kalau sendiri, jadi dikerjakan berdua.* (No, I did not, It was difficult so I did it in pairs.)
- T : *Selesai kan tasknya?* (Did you finish the task?)
- S : *Iya miss. Miss Metta ngecek i satu-satu sih. Hehehe...* (Yes, I did. Miss Metta checked it one by one. Hehehe...)
- T : *Setelah membaca penjelasan di task 13 jadi mudeng memo gak?* (Did you understand about memo after reading the explanations?)
- S : *Mudeng Miss.* (Yes, I did.)
- T : *Penjelasannya enak dipahami gak?* (Were the explanations understandable?)
- S : *Iya miss.* (Yes, they were.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Ya sudah cukup bagus Miss.* (It was good enough Miss.)
- T : *Instruksinya?* (How was the instruction?)
- S : *Jelas.* (It was clear.)
- T : *Bagaimana caramu memahami explanationnya?* (How did you learn the explanations?)
- S : *Memahaminya ya sendirilah miss.* (I learned the explanations alone Miss.)
- T : *Kamu tadi berpartisipasi aktif gak?* (Did you participate actively?)
- S : *Iya dong miss.* (Yes, I did.)
- T : *Oh...terus gurunya menjelaskan begitu?* (Oh...did the teacher explain the materials?)
- S : *Iya Miss.* (Yes, she did.)
- T : *Task14 ini bagaimana? Jadi nambah mudeng cara membuat memo kan?* (How was task 14?)
- S : *Iya miss, jadi lebih mudeng cara membuat memo.* (I understood how to make a memo.)

- T : *Situasi yang diberikan susah dipahami gak?* (Was the situation understandable?)
- S : *Tidak terlalu susah kok Miss, lagian situasinya tentang pameran foto gitu.* (Yes, it was. The situation was also about photo exhibition.)
- T : *Bagus.* (Good.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik miss, beda dari yang sebelumnya.* (It was interesting Miss, it is different.)
- T : *Ok, instruksinya jelas gak?* (Well, how was the instruction?)
- S : *Kurang jelas miss, itu sendiri atau in pairs.* (It was not clear that it was for individual task or in pairs.)
- T : *Ok, terus tadi dikerjakan sendiri atau in pairs?* (SO, how did you do the task?)
- S : *In pairs dong Miss, kalau sendiri susah.* (I did it in pairs.)
- T : *Tadi dikerjakan tho?* (Did you finish it?)
- S : *Iya dong Miss..* (Yes, I did.)
- T : *Good.*
- T : *Tadi bisa buat dialognya tidak?* (Could you make the dialog?)
- S : *Bisa kok Miss.* (Yes, I could.)
- T : *Situasinya sesuai topik tidak?* (Was the situation relevant to the topic?)
- S : *Ohh... Bagus miss. Sesuai kok.* (ohh...It was good.)
- T : *Activitynya gimana?* (How was the activity?)
- S : *Menarik.* (It was interesting.)
- T : *Instruksinya piye? Jelas apa tidak?* (How was the instruction? was it clear or not?)
- S : *Jelas Miss.* (It was clear.)
- T : *Buat dialognya kerjasama dengan temanmu, iya kan?* (You made the dialog with your friend, didn't you?)
- S : *Iya dong Miss, kalau gak kerjasama susah miss.* (Yes, I did. It would be difficult if I did it alone.)
- T : *Bagus.* (Good.)
- T : *Kamu tadi praktek di depan kelas tidak?* (Did you practice it in front of class?)
- S : *Iya Miss, terus dicek cara bacanya sama miss Metta.* (Yes, I did. Miss Metta checked my pronunciation.)
- T : *Tadi dapet contoh memonya di Jakarta Post gak?* (Did you get the example of the memo in Jakarta Post?)
- S : *Dapet Miss.* (Yes, I did.)
- T : *Mudeng dengan memonya gak?* (Did you understand the memo?)
- S : *Mudeng Miss, tapi cuma memo yang pendek tadi itu.* (Yes, I did but the simple one.)
- T : *Activitynya gimana?* (How was the activity?)

- S : *Menarik banget Miss.* (It was interesting Miss.)
T : *Instruksinya gimana?* (How was the instruction?)
S : *Enak kok, tidak membingungkan.* (It was clear.)
T : *Setuju dikerjakan sendiri tidak ni tasknya?* (Did you agree that this task is for individual task?)
S : *Setuju. Kan sudah dapat memonya di Jakarta postnya Miss Metta.* (I agreed because I have got the memo from your jakarta post.)
T : *Kamu tadi ngerjain gak?* (Did you finish your work?)
S : *Iya Miss. Kan dikumpulkan, jadinya harus mengerjakan.* (Yes, I did. It ought to be submitted so I had to finish it.)

Appendix E

1. Syllabus

NAMA SEKOLAH : SMK N 1 GODEAN

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : XI / 3-4

STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

KODE KOMPETENSI :

ALOKASI WAKTU : 146 X 45 menit

Table 54: Syllabus of Grade XI Students of Multimedia Department at SMK N 1 Godean

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> Pertanyaan dengan pola <i>yes-no questions</i> dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar. Pertanyaan dengan pola <i>question tags</i> dalam konteks kegiatan sehari-hari diperagakan dengan benar. Pertanyaan dengan pola <i>question words</i> dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar. Berbagai bentuk dan ungkapan digunakan dengan tepat untuk membicarakan kegemaran /hobi dan minat. <p>Ungkapan untuk menangani tamu hotel, restoran, travel agency.</p>	<ul style="list-style-type: none"> Talking about hobbies and interests <ul style="list-style-type: none"> - Do you like fishing? - What do you like doing in your spare time? Guest handling <ul style="list-style-type: none"> - What can I do for you, Sir? - Welcome to our hotel. - I hope you enjoy the food. Grammar Review Yes – No questions <ul style="list-style-type: none"> - Are you a secretary? Question tags <ul style="list-style-type: none"> - The board meeting starts at seven, doesn't it? Questions with question words <ul style="list-style-type: none"> - Where does the boss live? - Why do you come late? Gerund as subjects and objects <ul style="list-style-type: none"> - Smoking is dangerous. - I don't like fishing. Gerund as complement: 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> - Answering questions based on recorded materials. - Dialogues about guest handling Speaking: <ul style="list-style-type: none"> - Telling about one's own daily activities. - Role playing about guest handling Reading: <ul style="list-style-type: none"> - Answering questions about hobbies and interests Writing: <ul style="list-style-type: none"> - Writing descriptions of other's daily activities. - Writing sentences containing gerund . - Arranging sentences containing "too" and "enough" 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> - Dialog berpasangan Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Pilihan Ganda - Membuat paragraf pendek 	20	❖ Global Access to the World of Work

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	dll. diperagakan dengan benar.	<ul style="list-style-type: none"> - Her job is sorting the mail. • Gerund after preposition: <ul style="list-style-type: none"> - Are you interested in collecting stamps? • Constructions with 'too' and 'enough' <ul style="list-style-type: none"> - The soup is too salty for me. - The hotel room is comfortable enough. 				
2.2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat	<ul style="list-style-type: none"> • Pesan (<i>message</i>) yang diterima lewat telepon dicatat dengan benar. • Pesan (<i>message</i>) yang diterima secara langsung dicatat dengan benar. 	<ul style="list-style-type: none"> • Expressions dealing with telephone conversations Grammar Review: • Personal pronouns <ul style="list-style-type: none"> - I – me – my – mine – myself • Reported speech <ul style="list-style-type: none"> - He said that you had to pay for the tickets - He asked you to pay for the tickets. - He wanted to know if you would be available in the afternoon. - He wanted to know where you put his umbrella. ▪ Adjective Clause <ul style="list-style-type: none"> - Do you know the staff who will be promoted our new division manager? 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> – Listening for information from recorded materials. – Understanding telephone conversations • Speaking: <ul style="list-style-type: none"> – Telling the information obtained from recorded materials – Role playing on telephone conversations • Writing: <ul style="list-style-type: none"> – Writing messages based on telephone conversations – Composing sentences using reported speech, personal pronouns and adjective clause. 	<ul style="list-style-type: none"> • Tes tertulis <ul style="list-style-type: none"> – Melengkapi kalimat – Membuat kalimat dengan reported speech – Mencatat pesan yang diterima • Tes lisan <ul style="list-style-type: none"> – Menceritakan pesan yang diterima 	20	❖ Global Access to the World of Work
2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan	<ul style="list-style-type: none"> • Bentuk kata kerja digunakan dalam <i>Simple Present</i> dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. 	<ul style="list-style-type: none"> • Telling about people's job using the Simple present tense: <ul style="list-style-type: none"> - A cook prepares food. - Pilots fly aeroplanes. • Telling about people's educational background 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> – Dictation – Answering dialogues given by the teacher • Speaking <ul style="list-style-type: none"> – Explaining someone's profession 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> – Menjelaskan profesi – Menjelaskan diagram • Tes tertulis 	20	❖ Global Access to the World of Work

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	<ul style="list-style-type: none"> Bentuk kata kerja digunakan dalam <i>Simple Past</i> dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi. <i>Curriculum Vitae</i> yang sederhana ditulis dengan benar. Berbagai ungkapan digunakan dengan tepat untuk menjelaskan fakta dan angka (<i>facts and figures</i>) pada suatu sajian data. 	using the Simple past tense. - She graduated from SMKN 8 Bandung. - The new secretary learned shorthand at the college. <ul style="list-style-type: none"> Samples of curriculum vitae Expressing facts and figures : - The graph shows that population growth has been high this last decade. - The latest data show that about three billion rupiahs have been spent for the construction of the factory. 	<ul style="list-style-type: none"> Reading <ul style="list-style-type: none"> Understanding and discussing diagrams containing facts and figures Writing <ul style="list-style-type: none"> Rewriting someone else's curriculum vitae Writing one's own curriculum vitae 	<ul style="list-style-type: none"> Melengkapi kalimat/ form Menulis curriculum vitae 		
2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang	<ul style="list-style-type: none"> Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. Ungkapan untuk mengemukakan kegiatan di masa datang digunakan dalam <i>Tense</i> yang benar. Surat pribadi yang menceritakan tentang kehidupan masa lalu dan rencana di masa depan ditulis dengan benar. 	<ul style="list-style-type: none"> Telling about past events <ul style="list-style-type: none"> I saw the crowds were helping the accident victim. We had locked the room when she came. Telling about future plans <ul style="list-style-type: none"> The meeting will be over at two PM. When you arrive at the office, I will be conducting a meeting. Sample of a personal letter (telling about past and future events) Grammar review: <ul style="list-style-type: none"> Relevant tenses. 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> Answering questions of one's past experiences. Speaking <ul style="list-style-type: none"> Telling one's own plans (future) Reading <ul style="list-style-type: none"> Reading for information: dialogues, passages Writing <ul style="list-style-type: none"> Composing personal letters Translation 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menceritakan peristiwa masa lalu Dialog Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Membuat surat Menerjemahkan 	24	❖ Global Access to the World of Work
2.5. Mengungkapkan	<ul style="list-style-type: none"> Ungkapan-ungkapan 	<ul style="list-style-type: none"> Giving invitations 	<ul style="list-style-type: none"> Listening: 	<ul style="list-style-type: none"> Tes lisan melalui 	28	❖ Global Access to the

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
berbagai macam maksud hati	<p>untuk menyampaikan undangan digunakan dengan tepat.</p> <ul style="list-style-type: none"> • Ungkapan-ungkapan untuk melakukan tawar-menawar (<i>bargaining</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan kepastian (<i>certainty</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk memberi dan merespon pujian digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan pendapat/opini digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan persetujuan (<i>agreeing-disagreeing</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan argumentasi digunakan dengan benar. 	<ul style="list-style-type: none"> - Would you like to come to my place for dinner tonight, please? - With pleasure. - I'm afraid I can't, I've already got an appointment. • Bargaining <ul style="list-style-type: none"> - Is there any discount for this shirt? - How about fifty thousand rupiahs? • Expressing certainty <ul style="list-style-type: none"> - I'm sure that it's going to rain this afternoon. - It must be him who called. • Giving and responding to compliments <ul style="list-style-type: none"> - Fantastic! - You look beautiful tonight. - Thank you. • Expressing opinions <ul style="list-style-type: none"> - I think that's not true. - What I have in my mind is that • Expressing agreement/disagreement: <ul style="list-style-type: none"> - You're right. - I'm afraid you've got wrong information, Sir. ▪ Expressing argument <ul style="list-style-type: none"> - Yes, but don't forget ... - That may be so but ... • Grammar review <ul style="list-style-type: none"> - Conjunctions / concessive 	<ul style="list-style-type: none"> - Answering questions based on dialogues about giving invitations, bargaining, expressing certainty, compliments, expressing opinions, agreeing/disagreeing, and arguing • Speaking: <ul style="list-style-type: none"> - Performing dialogues based on given situations. • Reading: <ul style="list-style-type: none"> - Answering questions based on written texts. • Writing: <ul style="list-style-type: none"> - Writing dialogues based on given situations. 	<p>role play / dialog</p> <ul style="list-style-type: none"> • Tes tertulis <ul style="list-style-type: none"> - Melengkapi dialog - Menjawab pertanyaan - Melengkapi kalimat - Membuat dialog 		World of Work

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		relationship. – Constructions with “used to”: a) be/get used to + V-ing b) used to + Verb 1 – Noun clause as object: - I never believe that there will be another rationalization				
2.6. Memahami instruksi-instruksi sederhana	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsinya suatu alat dikemukakan dengan benar. • Ungkapan-ungkapan untuk meminta dan memberi saran dan nasihat (<i>suggestion and advice</i>) digunakan secara tepat. • Ungkapan-ungkapan untuk menyatakan keharusan dan kewajiban (<i>necessity and obligation</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk meyakinkan dan membujuk orang lain (<i>convincing and persuading</i>) agar menerima pendapat atau usulan yang diajukan digunakan dengan tepat. 	<ul style="list-style-type: none"> • Expressions used in describing processes: - First, ... - Next, ... - Then... - Finally ... • Expressions used in asking for and giving suggestions and advice: - What do you recommend for a headache? - You'd better see a doctor. • Expressions used in asking necessity and obligation: - We must be there before the boss comes. - It is necessary for us to be there on time. • Expressions used in persuading and convincing: - Why don't you try our special drink <i>bandrek</i> to warm up your body. - If I were you, I would ... 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – Listening for information on how things work. – Dialogues about asking for and giving suggestions and advice, necessity and obligations, convincing and persuading • Speaking <ul style="list-style-type: none"> – Telling about how things work. – Role playing how to ask for and give suggestions and advice. – Interviewing dealing with convincing and persuading, necessity and obligations • Reading <ul style="list-style-type: none"> – Reading for information: dialogue passages • Writing <ul style="list-style-type: none"> – Making dialogues based on the situations provided. 	<ul style="list-style-type: none"> • Tes lisan Menjelaskan proses kerja / cara mengoperasikan alat • Tes tertulis <ul style="list-style-type: none"> – Menjawab pertanyaan – Pilihan ganda – Membuat dialog 	24	❖ Global Access to the World of Work

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		<ul style="list-style-type: none"> - I'm sure you are on the right track. - I bet you could do it. • Grammar review: <ul style="list-style-type: none"> - Degrees of comparison - Imperatives - Don't smoke at the petrol station - Keep silent; the baby is sleeping 				
2.7. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima	<ul style="list-style-type: none"> • Kata-kata dipilih dengan tepat dan dirangkai menjadi pesan pendek, petunjuk atau daftar • Kesimpulan dari suatu pembicaraan ditulis dengan benar menjadi suatu pesan pendek, petunjuk, atau daftar 	<ul style="list-style-type: none"> • Samples of short messages, directory, and lists. • Content, punctuation, and spelling. 	<ul style="list-style-type: none"> • Vocabulary game • Rearranging words / sentences • Composing short messages. Directions, or lists based on the situation given by the teacher. 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menyampaikan pesan secara lisan ▪ Tes tertulis <ul style="list-style-type: none"> - Membuat pesan singkat dan atau petunjuk cara penggunaan alat secara tertulis. 	10	❖ Global Access to the World of Work

2. The Course Grid

Name of the school : SMK N 1 Godean

Subject : English

Class : XI MM

Standard Competency : Communicating through English in the Elementary Level

Table 55: The Course Grid

Basic Competency	Topic	Unit Title	Language Function	Input Text	Language focus		Activities	Achievement Indicator
					Key vocabulary	Key grammar		
2.5 Expressing feelings	Part of the camera	I think that's good.	<ul style="list-style-type: none"> - Giving and asking for opinions - Giving and asking for suggestions 	<p>Listening: a monologue about Johny's camera.</p> <p>Speaking: a dialogue about photo's competition</p> <p>Reading: a recount text about cameras</p> <p>Writing: a recount text</p>	Blitz Lens Lighting Tripod Zoom Blur Digital Pixel	Simple Past Tense	<p>Listening:</p> <ul style="list-style-type: none"> - Finding meanings of words. - Listening to the teacher and repeating what she said. - Listening to the monologue and answering the questions. <p>Speaking:</p> <ul style="list-style-type: none"> - Matching word and its meaning - Acting out a conversation and answering questions that follow - Studying the 	<ul style="list-style-type: none"> - Students are able to give and ask for opinions using the correct expressions. - Students are able to give and ask for suggestions using the correct expressions. - Students are able to answer the questions that follow the text. - Students are able to write a recount text using simple past tense.

				about photograph y			<p>expressions about giving opinions, asking for opinions, giving suggestions, and asking for suggestions.</p> <ul style="list-style-type: none"> - Making dialogue based on the given situations <p>Reading:</p> <ul style="list-style-type: none"> - Finding meanings of words. - Reading the text and answering the questions that follow. - Stating whether a statement is true or false based on the text <p>Writing:</p> <ul style="list-style-type: none"> - Finding meanings of words. - Studying explanations about recount text. - Answering the questions that follow the text. - Filling the gaps with the correct tenses. 	
2.6. understandin g simple instruction	Website	Change your Passwo rd.	<ul style="list-style-type: none"> - Sequence markers - Giving instruction 	Listening: a monologue about how to change a	Password Log in Internet Website	Procedural Text	<p>Listening:</p> <ul style="list-style-type: none"> - Matching word and its meaning - Listening to the teacher 	<ul style="list-style-type: none"> - Students are able to give simple instructions using the correct

			s	<p>password.</p> <p>Speaking: a dialogue about how to make an email signature.</p> <p>Reading: a text about how to publish a post.</p> <p>Writing: a text about how to customize the header.</p>	<p>Computer Button</p> <p>Click Personal Setting email message</p>		<p>and repeating what she said</p> <ul style="list-style-type: none"> - Listening to the monologue and answering the questions that follow <p>Speaking:</p> <ul style="list-style-type: none"> - Finding meanings of words. - Acting out a conversation and answering questions that follow. - Studying about sequence markers in procedure text. - Making dialogue based on the given situations <p>Reading:</p> <ul style="list-style-type: none"> - Finding meanings of words. - Reading the text and answering the questions that follow. - Stating whether a statement is true or false based on the text <p>Writing:</p> <ul style="list-style-type: none"> - Understanding the text 	<p>expressions.</p> <ul style="list-style-type: none"> - Students are able to understand a procedural text. - Students are able to write a procedural text.
--	--	--	---	--	--	--	---	---

							and finding the main idea. - Studying explanations on general structure of procedural text. - Arranging jumbled sentences into a good procedural text.	
2.7. Making short messages, sign posts and lists, using the correct spelling and punctuation	exhibition	No camera please	- the use of must, have to, must not, do not have to	Listening: a monologue about photo exhibition Speaking: a dialogue about school exhibition Reading: a text about a memo Writing: a text about a memo of resignation	school hall room memo signs	memo	Listening: - Finding meanings of words - Listening to the teacher and repeating what she said - Listening to the monologue and answering the questions that follow Speaking: - Finding meanings of words - Acting out a conversation and answering questions that follow - Choosing the appropriate meanings for the signs. Reading:	- Students are able to prohibit someone not to do something using the correct expression. - Students are able to write a memo. - Students are able to make a sign post and notice.

							<ul style="list-style-type: none">- Finding meanings of words.- Reading the text and answering the questions that follow.- Stating whether a statement is true or false based on the text <p>Writing:</p> <ul style="list-style-type: none">- Studying explanations on modal verbs- Writing memo- Making sign post and notice	
--	--	--	--	--	--	--	---	--

Grade XI

ENGLISH FOR MULTIMEDIA



DRAFT 1

Written by:
Mettayana AP

I THINK THAT'S GOOD.

UNIT 1

Do you know how to capture the best picture by using your camera? What do you think about the importance of managing the angle, exposure, and lighting? Well, now you are going to learn about giving opinions and giving suggestions to the photographers and how you should express your feelings to others properly. Let's find them in this unit.

A. Let's Get Started



Task 1. Study the picture below and answer the questions.

http://lh5.ggpht.com/_KbCCVRPIBW4/Se8Fr_QuMgl/AAAAAAAAAEY/sBRcOO7



Picture 1

Questions

1. What do you think about the photographer?
2. Where does he capture the picture? Is it indoor or outdoor?

B. Let's Study

1. Listening and Speaking



Task 2. You will find the following words in Task 3. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.

Words	Meanings
speck [spek] (noun)	
exposure [ɪk'spəʊʒə] (noun)	
produce [prə'dju:s] (verb)	
noise [nɔɪz] (noun)	
decrease [di:'kri:s] (verb)	
review [rɪ'vju:] (verb)	



Task 3. You are going to listen to a monolog twice. Listen to the monolog carefully and take notes for the important information. Then, answer the questions and compare your answers with your classmates'. The listening script is in the Appendix.

Questions

- Where did Johnny fix his camera?
 - In Canon.
 - In Renon.
 - In the shop.
 - In the camera's shop.
- What happened with his camera?
 - The camera didn't capture the picture well, that's so dark.
 - The camera didn't capture the picture well, that's too shiny.
 - The camera didn't capture the picture well, there were hot pixels.
 - The camera didn't capture the picture well, there was bad lighting.
- Why is it bad to use high ISO?

- a. It will produce a noisy picture.
 - b. It will produce a shiny picture.
 - c. It will produce a blurred picture.
 - d. It will produce a high size of picture.
4. What did Canon suggest to Johny?
- a. Canon suggested him for using the additional lens.
 - b. Canon suggested him for increasing the ISO.
 - c. Canon suggested him for decreasing the ISO.
 - d. Canon suggested him for decreasing the lighting.
5. Did Johny satisfied with Canon's suggestion?
- a. Yes, he was.
 - b. No, he was not.
 - c. Yes, he did.
 - d. No, he did not.



Task 4. *Study the dialogue and answer the questions. Then, compare your answers with your classmates.*

- Dina** : Right, can we start please? The main aim of the meeting is to decide the theme of photo competition. Ok, Katharina, what do you think?
- Katharina** : I'm in favour of one theme. I think, the scenery's photos will be so challenging. They should manage the angle, the exposure, and the saturation. I think that's good to be the theme in the competition.
- Dina** : Thanks, Katharina. Ok, let's hear a few more views. Sam what's your opinion?
- Sam** : Mmm, I agree with her. How about giving them some other requirements, such as they cannot use any tripod in taking picture, it should be their own photo, and it should be no editing?
- Dina** : Wow, that's great. Thanks, Sam. Simona, what's your view? You're a senior photographer.
- Simona** : In my opinion, it will be great if we have a competition in scenery's theme. Yes, I agree with them. It is so challenging,

the lighting will influence the result, so the photographers should manage all the exposure. And that's good to prevent them in using tripod. But, I also suggest you to allow them in using the additional lens, in order to get the picture they want.

Dina : Ok, we will have the scenery's photos in our competition, we will not allow them in using tripod, and it is free to use additional lens.

Adapted from download.microsoft.com

Questions

1. What is Katharina's opinion about the theme of the photo's competition?
2. What is Sam's opinion about the requirements of the photo's competition?
3. Does Dina agree with Sam's opinion?
4. How does Simona suggest for others in order to get the picture they want?
5. What is your opinion about the use of tripod in capturing a picture?



Task 5. *These are some words you found in the previous dialogue. Match the words in column A with the meanings in column B. Ask your teacher if you find difficulties.*

Words	Meanings
requirement [rɪ'kwaɪəmənt] (n)	when someone is trying to win something or be more successful than someone else
competition [kəmpe'tɪʃn] (noun)	the general appearance of the natural environment, especially when it is beautiful
angle ['æŋɡl] (noun)	something that you must do, or something you need
scenery ['si:nri] (noun)	a position from which something is viewed



Task 6. *In the previous monolog and dialogue you found some expressions in giving opinions and giving suggestions. Now let's study those expressions.*

Giving Opinions

Here are some expressions usually used to give opinions.

- In my opinion...
- I think...
- I (really) feel that...
- The way I see things...
- If you ask me,... I tend to think that...

Examples:

I think you just need to manage the ISO.

Well, **I think** they were good enough in giving the explanations about the hot pixels.

In my opinion, it will be great if we have a competition in scenery's theme.

Giving Suggestions

The following expressions are usually used when we suggest someone for doing something.

- I suggest...
- Why don't ...
- Why not...
- How about...

Examples:

How about giving them some other requirements, such as they cannot use any tripod in taking picture, it should be their own photo, and it should be no editing?

But, **I also suggest** you to allow them in using the additional lens, in order to get the picture they want.



Task 7. Work on your own and give suggestions on the situations below.

Example:

Situation : I have to capture the scenery now, but I have no any interesting object.

Suggestion : How about going to the river behind the school and taking picture there?

1. I don't like to use a tripod, but I need something to make my camera becomes stable.
2. I really love using the micro mode, but I have no any interesting micro object.
3. I like to capture the moving object, but it is always blur.
4. I have to take some photos about the concert, but I don't get any ticket.
5. I don't like to use the blitz, but it is too dark.

2. Reading and Writing



Task 8. Read the text carefully and answer the questions. Try to work on your own.

My Cameras

I take most of my pictures when traveling. We usually take along at least three cameras: the S40, the DSLR (formerly 7i, now 10D), and AE-1. A crucial discovery happened on our recent trip to Lebanon. I had taken the AE-1 along as backup. The reason was that I simply enjoyed using the AE-1 more; I especially loved the control over depth of field and the responsiveness. This experience was a major reason why I decided to dump the 7i for the 10D.

While I quite enjoy scanning, I also really like the freedom of being able to shoot as much as I like, and of seeing what I shot immediately. (The metering on the AE-1 let me down badly a few times in low light, and I wasted about two entire rolls of film; I really would have liked a few frames on them to succeed. I know, more practice needed).

We get around on foot a lot. When we're actually on the road, my wife usually carries the S40, and shoots her pictures with that. I carry the big camera either the film one or the digital one. Especially with the real SLR's, this

produces a nice synergy, as I generally only carry one lens. If I just can't get the shot at that focal length, the 35-105 zoom on the S40 comes in very handy.

Adapted from [http://www.prime-](http://www.prime-junta.net/pont/Pontification/aa_Equipment/a_Role_of_Equipment.html)

[junta.net/pont/Pontification/aa_Equipment/a_Role_of_Equipment.html](http://www.prime-junta.net/pont/Pontification/aa_Equipment/a_Role_of_Equipment.html)

Questions

1. When did the writer go recently?
2. Why did he enjoy using AE-1?
3. Did the writer dump his AE-1?
4. Did his wife bring a camera?
5. How many roles of film did he waste?



Task 9. *These are some words you have found in Task 8. Find the meanings of the words below based on the context. Use your dictionary if necessary.*

Words	Meanings
crucial ['kru:ʃl] (adj)	
responsiveness [rɪ'spɒnsɪvənəs] (noun)	
roll [rəʊl] (noun)	
frame [freɪm] (noun)	
digital ['dɪdʒɪtəl] (noun)	
film [fɪlm] (noun)	



Task 10. *Based on the text in Task 8, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partners'.*

Statement	T/F	Evidence
The writer took most of the pictures when having a trip.	T	Paragraph 1, sentence 1.

They brought camera's backup for more than four.		.....
They have just travelled to Lebanon.		.....
The writer enjoyed using S40 because of the responsiveness.		.....
The writer likes to shoot what he wants immediately.		.....
The writer went to Lebanon with his daughter.		.....



Task 11. *Below is a text about someone's experience about his camera. Read carefully and then find the meanings of the words based on the context.*

My Experiences

I got into photography pretty early. Both my mother and my father are photo enthusiasts. They gave me a camera to play with when I must've been about seven years old; after this, my father let me use his old Olympus. By age ten, I was borrowing their Minolta SLR. By age 12, they had helped me set up a darkroom in the basement, and I was happily making prints. It wasn't until I was 16, though, that I got my first very own camera, a Canon T70.

However, my interest in photography waned after I moved out from my parents and lost access to that darkroom. I was disappointed in the quality of the prints the minilab could get me, and started to feel that lugging around the T70, two or three lenses, a tripod, and a flash just wasn't worth the effort. So I ended up selling them and buying an Olympus Centurion APS point-and-shoot instead.

For about seven years, I didn't shoot anything more ambitious than holiday snaps (even if some of these turned out quite nice). I liked the extra cropping flexibility APS gave me, and I also liked the print quality. I was pretty happy, actually.

Adapted from http://www.prime-junta.net/pont/Pontification/aa_Equipment/a_Role_of_Equipment.html

Words	Meaning
photography [fə'tɒgrəfi] (noun)	
print [print] (noun)	
wane [weɪn] (verb)	
shoot [ʃu:t] (verb)	
ambitious [æm'bɪʃəs] (adj)	



Task 12. Now, check your comprehension by finding the main idea of each paragraph of the text in Task 11.

Paragraph 1 :

Paragraph 2 :

Paragraph 3 :



Task 13. Study the explanation below. When you have understood it, help your friends in understanding the content.

Recount text

What is a recount?

A **recount** is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Features of a recount

1) Constructing a written recount

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

- A first paragraph that gives background information about who, what, where, and when (called an orientation).
- A series of paragraphs that retell the events in the order in which they happened.
- A concluding paragraph (not always necessary).

2) Language features in a recount

The language features usually found in a recount are:

- Proper nouns to identify those involved in the text.
- Descriptive words to give details about who, what, when, where, and how.
- The use of the past tense to retell the events.

S+ V2+ O/C

In the previous tasks you have found those sentences.

1. They gave me a camera to play with when I must've been about seven years old; after this, my father let me use his old Olympus.
 2. However, my interest in photography waned after I moved out from my parents and lost access to that darkroom.
 3. I wasted about two entire rolls of film.
- Words that show the order of events (for example, *first, next, then*)



Task 14. Complete the following text by editing the words given in the brackets. Use the formula you have learnt in the previous task. After that, compare your answers with your classmates’.

In the autumn of 2002, I ... (buy) a slide scanner, to scan and present some of the family's huge collection of slides over the years. I ... (like) it a lot: it really ... (make) me appreciate what film can do. So much, in fact, that I ... (go) and ... (buy) back something very like I had sold nearly ten years ago -- a manual-focus, near-manual vintage Canon SLR: the AE-1.

C. Let's Do More



Task 15. Do a role play with your partner. One of you acts as the photographer, other acts as the owner of the photos’ gallery. You give the opinion and suggestion about the photo hanging on the gallery.



D. Let's Go Further



Task 16. Tell your experience about using a camera. Ask your teacher if you find difficulties and do your best.

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit?
Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	very much	much	Little
Giving opinions			
Giving suggestions			
Telling past events			
Vocabulary			

F. Let's Make a Summary

In this unit you have learnt how to give opinion and suggestion to people around you about safety in the garage or automotive shop. Here is the summary of what you have learnt.

☉ Giving Opinions

Here are some expressions usually used to give opinions.

- In my opinion...
- I think...
- I (really) feel that...
- The way I see things...
- If you ask me,... I tend to think that...

☉ Giving Suggestions

The following expressions are usually used when we suggest someone to do something.

- I suggest...
- Why don't ...
- Why not...
- How about...

Recount text

What is a recount?

A **recount** is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Features of a recount

1) *Constructing a written recount*

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

- A first paragraph that gives background information about who, what, where, and when (called an orientation).
- A series of paragraphs that retell the events in the order in which they happened.
- A concluding paragraph (not always necessary).

2) *Language features in a recount*

The language features usually found in a recount are:

- Proper nouns to identify those involved in the text.
- Descriptive words to give details about who, what, when, where, and how.
- The use of the past tense to retell the events.
- Words that show the order of events (for example, *first, next, then*)

F. Vocabulary List

ambitious [æm'biʃəs] (adj)	: ambisius
angle ['æŋɡl] (noun)	: sudut pandang
capture ['kæptʃə] (verb)	: mengambil (foto)
competition [kəmpe'tiʃn] (noun)	: pertandingan
crucial ['kru:ʃl] (adj)	: sangat penting
decrease [di:'kri:s] (verb)	: menurunkan
digital ['di:dʒɪtəl] (noun)	: digital
exposure [ɪk'spəʊʒə] (noun)	: pencahayaan
film [fɪlm] (noun)	: film
frame [freɪm] (noun)	: bingkai
hot pixel [hɒt'pɪksəl] (noun)	: piksel pada foto yang terlihat lebih terang dibanding yang seharusnya

lens [lenz] (noun)	: lensa
manage ['mænidʒ] (verb)	: mengatur
noise [nɔɪz] (noun)	: tidak jernih(foto)
photography [fə'tɒgrəfi] (noun)	: fotografi
print [prɪnt] (noun)	: cetakan
produce [prə'dju:s] (verb)	: menghasilkan
requirement [rɪ'kwaiəmənt] (noun)	: persyaratan
responsiveness [rɪ'spɒnsɪvnəs] (noun)	: peka
review [rɪ'vju:] (verb)	: melihat
roll [rəʊl] (noun)	: gulungan
scenery ['si:nri] (noun)	: pemandangan
shoot [ʃu:t] (verb)	: mengambil (foto)
speck [spek] (noun)	: titik
wane [weɪn] (verb)	: menurun

CHANGE YOUR PASSWORD.

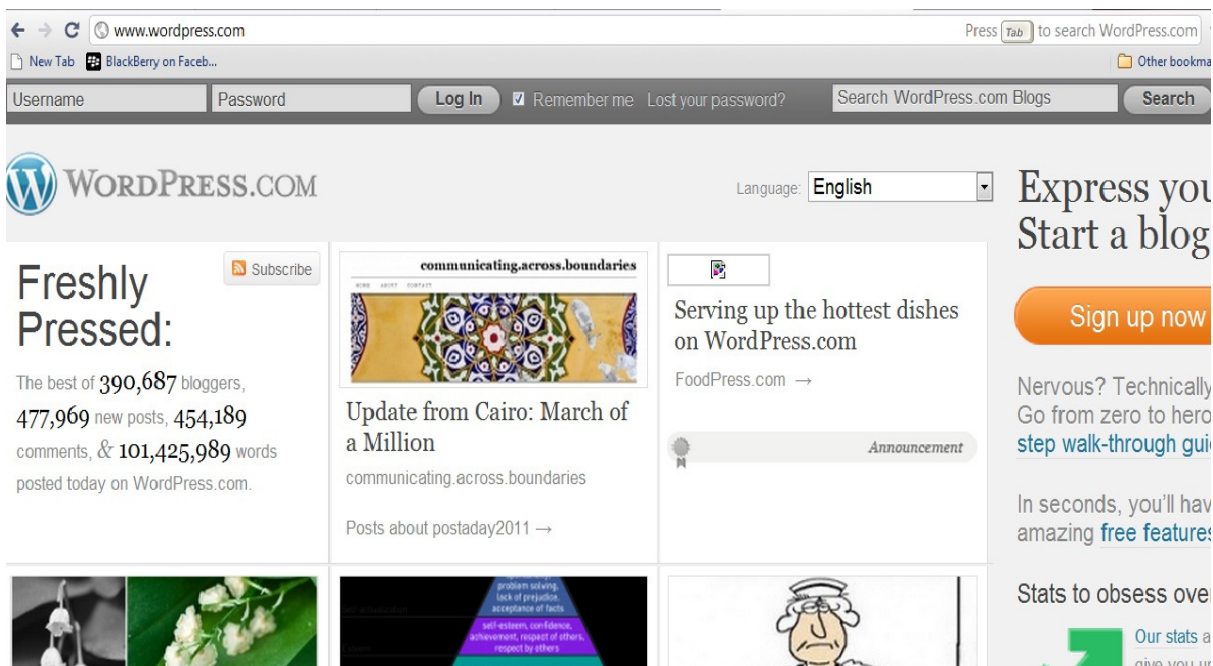
UNIT 2

Internet is one of the common things in your life. You usually deal with the use of the internet; one of them is making a website. In a website, you have to understand the instructions given. There are some instructions there, such as: making the website, changing the password, and personalizing the theme of the website. In this unit, you will learn how to give instruction and understand the instruction.

A. Let's Get Started



Task 1. Study the picture below and answer the questions.



Picture 1.

1. Do you know what it is?
2. Do you have any website? Tell your teacher if you have one.

B. Let's Study

1. Listening and Speaking



Task 2. These are some words you will find in Task 3. Match the words in column A with the meanings in column B. Ask your teacher if you find difficulties.

A	B
online ['ɒnlaɪn] (adv)	able to avoid being harmed by any risk, danger or threat
change [tʃeɪnʒ] (verb)	at regular intervals
periodically [pɪˈrɪˌɒdɪkli] (adv)	to give an answer to a particular question when you do not have all the facts and so cannot be certain if you are correct
secure [sɪˈkjʊə] (adj)	to move text or other information on a computer screen in order to view a different part of it
guess [ges] (verb)	to make or become different
scroll [skrəʊl] (verb)	able to be easily physically, emotionally, or mentally hurt, influenced or attacked
vulnerable [ˈvʌlnərəbl] (adj)	to be able to use email or the Internet



Task 3. You are going to listen to a monolog twice. Listen to the monolog carefully and take notes for the important information. Then answer the following questions. The listening script is in the Appendix.

1. What is the monolog about?
2. Is it important to change the password? Why?
3. What is the first step of changing the password?
4. What should you do before clicking the personal setting?
5. What should you do in New Password Area?



Task 4. Study the dialogue and answer the questions. Then, compare your answers with your classmates'.

- Sari : I have got an email from my brother. I wonder why there is always a funny quotation in the end of his email. I think that's not efficient.
- Aan : Aha, that will not spend your time Sar.
- Sari : Hah, how come? The quotation is not simple; we need some minutes to type that.
- Aan : Mmm, that is an email signature. An email signature is an efficient way to provide all those details you want to include in every email without having to retype them.
- Sari : Wow, do you know how to make an email signature for Yahoo! Mail?
- Aan : First, sign in to your Yahoo! Mail account. From the top navigation bar, click on "Options." .
- Sari : Ok, then what should I do?
- Aan : Find the "Signature" link in the "Management" column. Next, you can include your name, employment title, email address, mailing address, phone number, fax number or any other information you want. Some people like to include a brief quote or humorous line at the bottom of their signatures.
- Sari : Wow, what is next?
- Aan : Input the information into the text field. Next, hit the "Save" button at the bottom. Last, add your signature manually by checking the "Use my signature" check box at the bottom of every Yahoo! Mail message.
- Sari : Excellent, I will make it then. Thank you.
- Aan : You're welcome

Adapted from http://www.ehow.com/how_2070012_make-email-signature-yahoo-mail.html

Questions

1. What is an email signature?
2. What should you do after logging in your yahoo account?
3. What can you include in the signature?
4. Where do you find the signature link?
5. When do you click the save button?



Task 5. *These are some words you found in the previous dialogue. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.*

Words	Meanings
quotation [kwəʊ'teɪʃn] (noun)	
signature ['sɪɡnətʃə] (noun)	
hit [hɪt] (verb)	



Task 6. *In the previous monolog and dialogue you found some sequence markers and giving instructions. Now let's study those expressions.*

Sequence Markers

People may ask you instructions on how to do something. It may be something simple like how to make a website or it may be something more difficult, like setting an email signature.

To do this use sequence markers. These are words which guide the listener or reader through the instructions, by giving them the order of steps to follow. Common sequence markers are:

first	second	third	forth
after that	next	before that	then
you begin by	the last step is	now	finish

Example:

How to make a blog? : **First**, head to WordPress.com and click the sign up button. Choose a domain name for your first blog. **Next**, choose a unique username that will identify you in the WordPress.com community...

How to change a password? : **First**, log in to your website. **Then**, please visit your Personal Settings. **After that**, scroll to the bottom of the page to the New



Task 7. Work in pairs. Take turns with a partner to give the instructions based on the situations below.

- 1) You want to introduce one of new features in the website. You have to explain how to personalize the feature.
- 2) You are able to change your email customization' page and your friends are interested in learning it. You have to explain the steps to your friends.
- 3) Your friend is interested in your blog and she/he wants to make one. You have to explain the steps of making the blog.

2. Reading and Writing



Task 8. These are some words you will find in Task 9. Find the meanings of the words below based on context. Use your dictionary if necessary.

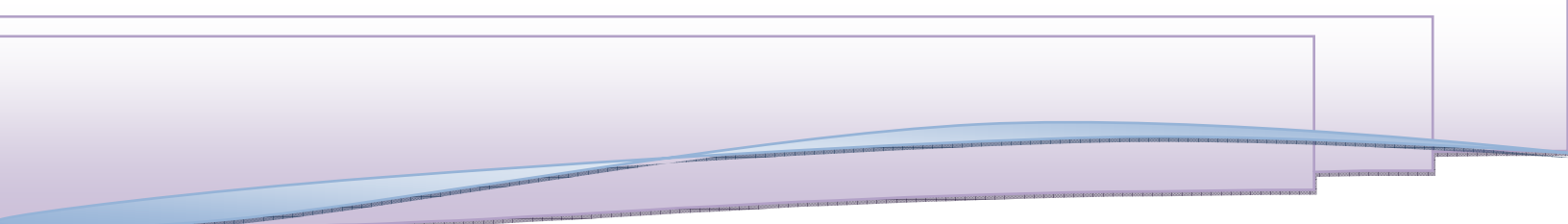
Words	Meaning
publish ['pʌblɪʃ] (verb)	
bunch [bʌntʃ] (noun)	
captivate ['kæptɪveɪt] (verb)	
intrigue [ɪn'tri:g] (verb)	
save [seɪv] (verb)	



Task 9. Read the text carefully and answer the following questions. Try to work on your own.

Publish your Post.

The purpose of making a blog is to share the ideas. Here are steps of publishing the ideas. First, log in to your WordPress.com dashboard, and over on the left you'll see a bunch of menu options. Click on the little arrow to the right of the word Posts, and choose the "Add New" option.



Then, write your title in the box up at the top, just like you would with an email. This is your blog's title, like a headline. It's important, so be sure to use your blog title as a way to captivate your readers by intriguing them with a fascinating, well-written headline.

Now, write the body of the post. This is what comes below the headline/title. If you make sure the "Visual" tab is selected (top right of the editor), rather than "HTML," you'll be able to use a familiar set of Word Processor-like tools for bolding, italicizing and otherwise formatting your content. If you need additional formatting options, you can expand the editing toolbar by selecting the Kitchen Sink icon. After that type in what you want here. You can save it at any time (without sharing it with the world) by hitting the "Save Draft" button. When you're ready to share your content with the world, it's as simple as hitting "Publish". Once you've done that, click on "View Post" and you can check out exactly how your content looks to the rest of the world. Then, congratulations, you're a published author.

Adapted from <http://learn.wordpress.com/get-published/>

Questions

1. What is the purpose of publishing the post?
2. Where do you write the blog's title?
3. Where do you find the "add new" option?
4. What is the function of "Save Draft" button?
5. When do you click "Publish" button?



Task 10. Based on the text in Task 9, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partners’.

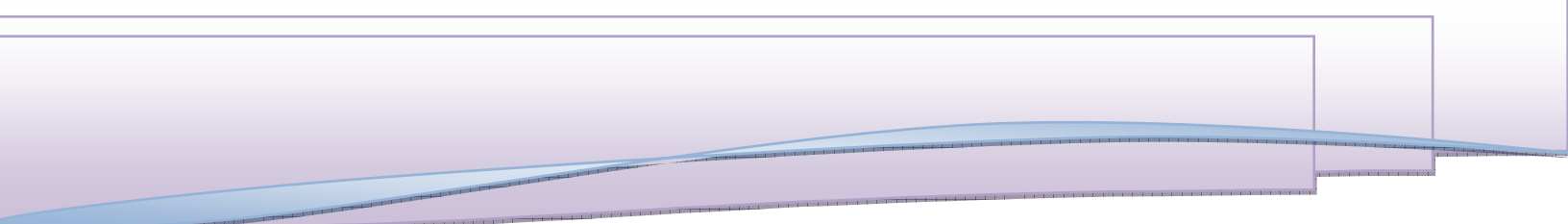
Statement	T/F	Evidence
The purpose of making a blog is to share the ideas.	T	Paragraph 1, sentence 1.
The first step of publishing the post is log in to wordpress dashboard.		.....
You can expand the editing toolbar by selecting the “Add New” option, if you need additional formatting options		.....
You cannot save your post in draft.		
The function of “Publish” button is to edit the post.		
You can review the post by hitting the “View Post” button.		.....



Task 11. Below is a text about how to customize the image header of the page. Read carefully and then find the meanings of the words based on the context.

Customize your Header.

Customization is a good thing. Several of the themes at WordPress.com feature an option which allows users to upload their very own custom image header to obtain a much more personalized look and feel. The use of this option is completely free, and you do not need to purchase the Custom CSS Upgrade in order to change your header (as long as you’re using one of the themes that include the option, of course).



The first thing that you should do is to upload a Custom Header Image. Go to **Appearance then Header** in your blog's dashboard. If you do not see the option, this means that your current theme does not support the use of a custom image header. Please refer to the list of supported themes.

Then, browse for the file on your computer and click **Upload**. All cropped images will be converted to jpegs. Using an image of exactly the right size will produce the best results, and this is certainly recommended. To preserve transparency in an image use a .gif or .png image of exactly the right size. If you uploaded an image that doesn't match the exact dimensions of your current theme's header, you will need to crop it accordingly.

Next, select the portion of the image that you'd like to use for the header, and then click **Crop and Publish**. Then the last your header is complete. Visit your site and you should see the new header.

Words	Synonyms
customization/ ['kʌstəmaɪʒən](noun)	
theme [θi:m] (noun)	
feature ['fi:tʃə] (noun)	
purchase ['pə:tʃəs] (verb)	
upload [ʌpləʊd] (verb)	
crop [krɒp] (verb)	



Task 12. Now, check your comprehension by finding the main idea of each paragraph of the text in Task 11.

Paragraph 1 :

Paragraph 2 :

Paragraph 3 :

Paragraph 4 :



Task 13. Study the explanation below. When you have understood it, help your friends in understanding the content.

Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to register a website. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structures of a procedure text are:

- Goal: something to achieve.
- Materials: things needed to achieve the goal.
- Steps: activities to achieve the goal.

The language features are:

- action verbs
- nouns, noun phrase
- imperative sentence

See the example below.

How to publish the post?

→ Goal

Equipments:

1. Internet
2. Computer

→ equipment

Steps:

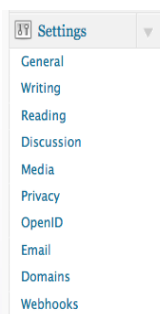
1. First, log in to your WordPress.com dashboard.
2. Then, write your title in the box up at the top.
3. Now, write the body of the post.
4. When you're ready to share your content with the world, it's as simple as hitting "Publish".
5. Then, congratulations, you're a published author.

→ steps



Task 14. Take a look at the following pictures. Arrange the jumbled procedure of making an avatar image to the blog below based on each picture.

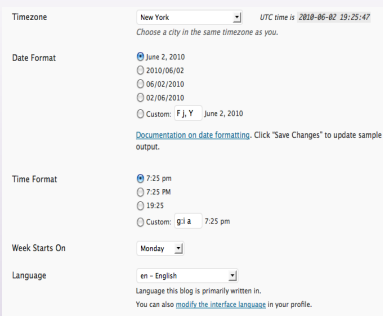
1.



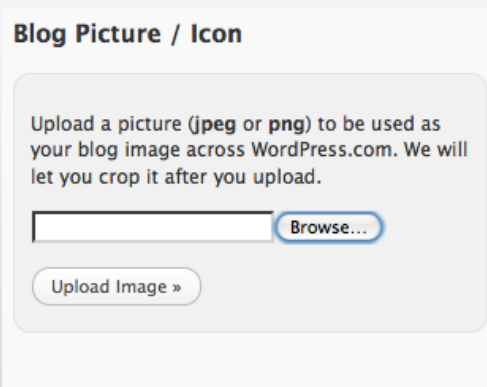
2.



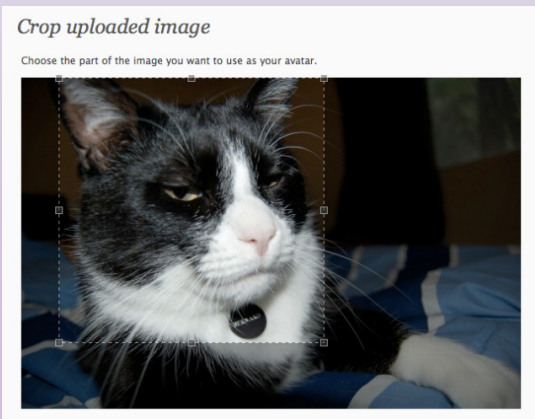
3.



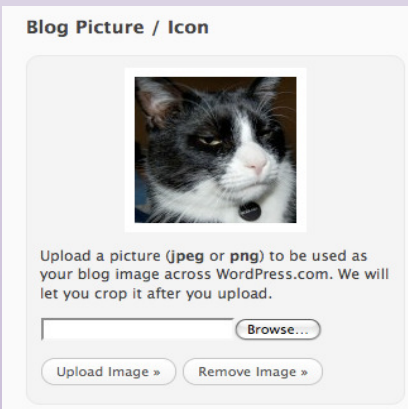
4.



5.



6.



1. It is also possible to upload an image to represent your blog when it appears in various places on WordPress.com (unless you've set it to private). Click on "browse" and locate the image file on your computer.
2. You can also change your email address, time zone, date and time settings, and language settings here. Don't forget to save your changes.
3. Once you've found the image you want, choose "upload image." You can always change this image later if you decide you want a different one. Once the image has uploaded, you'll be able to crop the photo by making the box bigger or smaller.
4. Adjust your blog title to your liking. You can also add a tagline here, which will appear under your title, usually at the top of your blog.
5. Once it's uploaded, it will look like this in your General Settings.
6. Open up the settings menu. Click "General" and you'll be taken right there.

C. Let's Do More



Task 15. *Tell the class how to customize the header image in your own words based on the text in Task 10.*

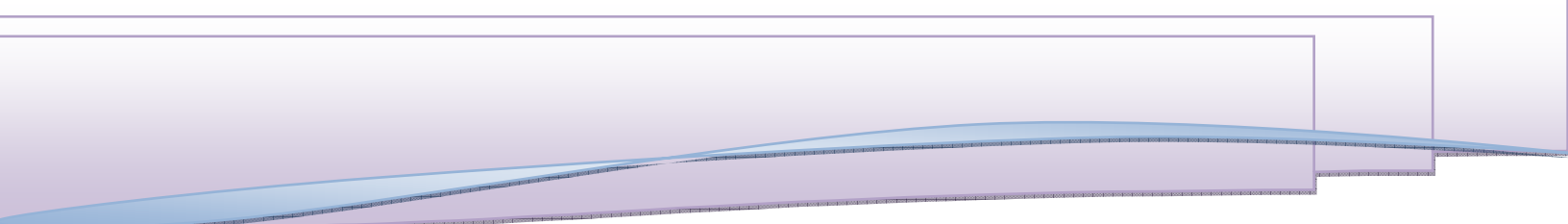
D. Let's Go Further



Task 16. *Write a short instruction based on the text below. Use the imperative form and transitional signals you have learnt.*

How to Make a Hotmail Email Account

Hotmail is an appealing option since you are able to send out and receive emails in an HTML format, which is much more attractive than plain text emails. Setting up a free webmail is very not hard to do. On this page, you will learn the right way to create a Hotmail email account. The first thing that you have to do is go to the Hotmail email web page and click the "Sign up" button. You'll then be viewing a registration form that needs to be filled up. After that you should type



the first text box which says “Windows Live ID” and choose the type of free email domain that’s right for you – @live.com or @hotmail.com. Then, you need to check the availability of the hotmail email account that you have created. If it is currently taken, change it and choose a more different hotmail email account. Next, key in your password and remember to not discuss it with any person for this is going to be used each time you log-in to your free webmail. After you do those all, you can place an alternate email address to the textbox. This will be used later should you forgot your password and a password request will be delivered to this alternate email address. If you would like to not place an alternate email address, you could choose a security question and you will be asked to provide an answer for it.

Then you can pick from the drop-down boxes your country and state. Next type your zip code based on your country and state. Pick your gender. Type your birth year. It must be a four digit. Type an accurate captcha or the characters you see on the picture. If you typed it correctly, this is a sign that you’re not a spammer or a bot. Finally you can click on the “Accept” button if you accept the Microsoft service agreement and privacy statement. Read the contract before clicking the “Accept” button. You will then be directed to your freshly made hotmail email account and you will get an email. Start reading your first mailbox message and you will be guided with the hottest updates and features of the hotmail email account.

Adapted from <http://www.taiwanholidaysblog.com/general-travel-info/ten-easy-procedures-on-how-to-make-a-hotmail-email-account>

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit?

Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	very much	much	Little
Giving instructions			
Using sequence markers			
Understanding the generic structure of a procedure text.			
Make a procedure text.			
Vocabulary			

F. Let's Make a Summary

In this unit you have learnt how to give instructions, use the sequence markers, and make a procedure text. Here is the summary of what you have learnt.

Sequence Markers

These are words which guide the listener or reader through the instructions, by giving them the order of steps to follow. Common sequence markers are:

first	second	third	forth
after that	next	before that	then
you begin by	the last step is	now	finish

Example:

How to make a blog? : **First**, head to WordPress.com and click the sign up button. Choose a domain name for your first blog. **Next**, choose a unique username that will identify you in the WordPress.com community...

Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to check the engine oil. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structures of a procedure text are:

- Goal: something to achieve.
- Materials: things needed to achieve the goal.
- Steps: activities to achieve the goal.

The language features are:

- action verbs
- nouns, noun phrase
- imperative sentence

See the example below.

How to publish the post?

→ Goal

Equipments:

1. Internet
2. Computer

→ equipment

Steps:

1. First, log in to your WordPress.com dashboard.
2. Then, write your title in the box up at the top.
3. Now, write the body of the post.
4. When you're ready to share your content with the world, it's as simple as hitting "Publish".
5. Then, congratulations, you're a published author.

→ steps

G. Vocabulary List

account [ə'kaʊnt] (noun)	: akun
bunch [bʌntʃ] (noun)	: kumpulan
button ['bʌtən] (noun)	: tombol
captivate ['kæptɪveɪt] (verb)	: menarik
change [tʃeɪnʒ] (verb)	: merubah
confirmation [kən'fɜːmeɪʃn] (noun)	: konfirmasi
crop [krɒp] (verb)	: memotong
customization/ ['kʌstəmaɪʒən](noun)	: kustomisasi
domain [də'meɪn] (noun)	: wilayah
feature ['fi:tʃə] (noun)	: fitur
folder['fəʊldə] (noun)	: folder
guess [ges] (verb)	: tamu
hit [hɪt] (verb)	: tekan
instruction [ɪn'strʌkʃənz] (noun)	: instruksi
intrigue [ɪn'triːg] (verb)	: menarik
online ['ɒnlaɪn] (adv)	: online
password ['pɑːswɜːd] (noun)	: katasandi
periodically [pɪˈrɪːdɪkli] (adv)	: secara periodic
publish ['pʌblɪʃ] (verb)	: menerbitkan
purchase ['pɜːtʃəs] (verb)	: membayar
quotation [kwəʊ'teɪʃn] (noun)	: kutipan
save [seɪv] (verb)	: menyimpan
scroll [skrɔʊl] (verb)	: menggulir
secure [sɪ'kjʊə] (adj)	: aman
share ['ʃeə](verb)	: membagikan
signature ['sɪɡnətʃə] (noun)	: tanda tangan
signup/ [saɪnʌp] (verb)	: mendaftar
spam/ [spʌm] (noun)	: gangguan
theme [θiːm] (noun)	: tema
trash [træʃ] (noun)	: sampah
upload [ʌpləʊd] (verb)	: mengunggah
username[juːzəneɪm] (noun)	: nama pengguna
vulnerable ['vʌlnərəbl] (adj)	: rentan

NO CAMERA PLEASE.

UNIT 3

Have you ever seen a sign post? Where do you usually see? There are some reasons why many people use a sign post. It is important to understand the meaning of the sign post. It is usually a way to prohibit someone. Well, now in this unit you are going to study the sign posts.

A. Let's Get Started



Task 1. Study the picture below and answer the questions.



Picture 1.

1. Do you know what it is?
2. Have you ever seen this picture? Where?

B. Let's Study

1. Listening and Speaking



Task 2. *These are some words you will find in Task 3. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.*

Words	Meanings
separate ['sepəreɪt] (verb)	
enter ['entə] (verb)	
security [sɪ'kjʊərɪti] (noun)	
guard [gɑ:d] (noun)	



Task 3. *You are going to listen to a monolog twice. Listen to the monolog carefully and take notes for the important information. Then answer the following questions and compare your answers with your classmates'. The listening script is in the Appendix.*

1. What is the monolog about?
2. Where did they go over the summer?
3. Could they use their camera?
4. Where did they find the “no cameras” notices except in the front of the door?
5. When did the safety guard check the camera?



Task 4. *Study the dialogue and answer the questions. Then, compare your answers with your classmates'.*

- Huda : I have just visited a photo exhibition in our school, that's awesome.
- Siregar : Really? I must go there. I have to capture all the photos there.
- Huda : No, you cannot do that. The committee do not allow the visitors

- to use their camera. There are some rules for the visitors.
- Siregar : Mmm, do you remember the rules?
- Huda : The visitors must not use the camera and video recording. The committee do not allow the visitor to smoke in the exhibition room.
- Siregar : That's good. What else?
- Huda : In the front of the door, there is a notice for the visitors. That is "Welcome, please sign in at office". So, you should register yourself in the receptionist.
- Siregar : Wow, can I bring some snacks?
- Huda : No, you cannot. You will find a NO EATING and NO DRINKING notices in the door.
- Siregar : Ok. Thank you. I must go to the exhibition.
- Huda : You're welcome.

Adapted from oia.osu.edu/photo-contest.html

Questions

1. Where did the photo exhibition held?
2. Did they allow the visitors to smoke?
3. Could the visitors bring any snack?
4. What should the visitors do before entering the exhibition room?
5. What is the meaning of NO EATING and NO DREANKING?



Task 5. *These are some words you found in the previous dialogue. Match the words in column A with the meanings in column B. Ask your teacher if you find difficulties.*

Words	Meanings
committee [kə'miti:] (noun)	
visitor ['vɪzɪtə] (noun)	
register ['redʒɪstə] (verb)	



Task 6. Study the following explanation

Must is stronger than *have to* and indicates urgency or stresses importance.

e.g.:

I must go there

The visitors must agree to all the rules.

I have to capture all the photos there.

do not have to = lack of necessity

must not = prohibition

e.g.: The visitors must not use the camera and video recording



Task 7. Study the road signs below. Choose the appropriate meanings for the signs.

1. The sign means ...
 - a. you must register yourself.
 - b. you must go to the office.
 - c. you must say “welcome”

2. The sign means ...
 - a. you must be silent.
 - b. you don't have to be silent.
 - c. you must be noisy.

3. The sign means ...
 - a. you must take the photos.
 - b. you must not take any photos .
 - c. you can bring your camera.

4. The sign means ...
 - a. you must not park
 - b. you must park.



c. you can park.

5. The sign means ...

- a. you must not touch the photos.
- b. you must touch the photos.
- c. you can touch the photos.



6. The sign means ...

- a. you must go to the restricted area.
- b. you must not enter the restricted area.
- c. you can enter the restricted area.



7. The sign means ...

- a. you must not bring the weapons, cameras, video, and cell phone.
- b. you can bring the weapons, cameras, video, and cell phone.
- c. you have to bring the weapons, cameras, video, and cell phone.



8. The sign means ...

- a. you don't have to stop.
- b. you must stop.
- c. you can't stop.



2. Reading and Writing



Task 8. *These are some words you will find in Task 9. Find the meanings of the words below based on context. Use your dictionary if necessary.*

Words	Meaning
suitable ['su:təbl] (adj)	
internal [in'tə:nl] (adj)	
receiver [rɪ'si:və] (noun)	
sender ['sendə] (noun)	



Task 9. *Read the text carefully and answer the following questions. Try to work on your own.*

MEMO

Memos are useful in situations where e-mails or text messages are not suitable. For example, if you are sending an object, such as a book or a paper that needs to be signed, through internal office mail, you can use a memo as a covering note to explain what the receiver should do. Memos should have the following sections and content: **(1)** A 'To' section containing the name of the receiver. For informal memos, the receiver's given name; e.g. 'To: Andy' is enough. For more formal memos, use the receiver's full name. **(2)** A 'From' section containing the name of the sender. For informal memos, the sender's other name; e.g. 'From: Bill' is enough. For more formal memos, use the sender's full name. **(3)** A 'Date' section. To avoid confusion between the British and American date systems, write the month as a word or an abbreviation; e.g. 'January' or 'Jan'. **(4)** A Subject Heading. **(5)** The message. Unless the memo is a brief note, a well-organised memo message should contain the following sections:

1. Situation - an Introduction or the purpose of the memo
2. Problem (optional) - for example: "Since the move to the new office in Kowloon Bay, staff has difficulty in finding a nearby place to buy lunch."

3. Solution (optional) - for example: "Providing a microwave oven in the pantry would enable staff to bring in their own lunchboxes and reheat their food."
 4. Action - this may be the same as the solution, or be the part of the solution that the receiver needs to carry out; e.g. "we would appreciate it if you could authorize up to \$3,000"
 5. Politeness - to avoid the receiver refusing to take the action you want, it is important to end with a polite expression; e.g. "Once again, thank you for your support.", or more informally "Thanks".
- (6) Signature. This is optional.

Adapted from <http://www2.elc.polyu.edu.hk/CILL/eiw/memos.htm>

Questions

1. What is the main function of a "memo"?
2. Describe the structure of a memo.
3. What is the function of a "date" section?
4. Is it important to say "thanks"? Why?
5. What is the structure of the "message"?



Task 10. Based on the text in Task 9, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partners'.

Statement	T/F	Evidence
Memos are useful in situations where e-mails or text messages are not suitable.	T	Paragraph 1, sentence 1.
A "To" section containing the name of the sender.		.....
A "From" section containing the name of the receiver.		.....
Politeness is the part of the message.		.....
The sender should use a full name for an informal memo.		.....

You cannot use a memo as a covering note to explain what the receiver should do.

.....



Task 11. Below is a memo about notification of resignation.

MEMO

To: Wawan Sianipar, Regional Manager
From: Ferdian, Photographer
Date: 22 February 2011
Subject: Notification of My Resignation

I am writing to inform you of my intention to resign from Kodak Photography.

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.

I feel now that it is time to further develop my knowledge and skills base in a different environment. I have to produce a big photo exhibition by myself.

I would like to leave, if possible, in a month's time on Saturday, 26 March. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.

Once again, thank you for your support.

Ferdian

Adapted from <http://www2.elc.polyu.edu.hk/CILL/eiw/memos.htm>



Task 12. These are some words you have found in Task 11. Find the synonyms of the words below based on the context. Use your

dictionary if necessary.

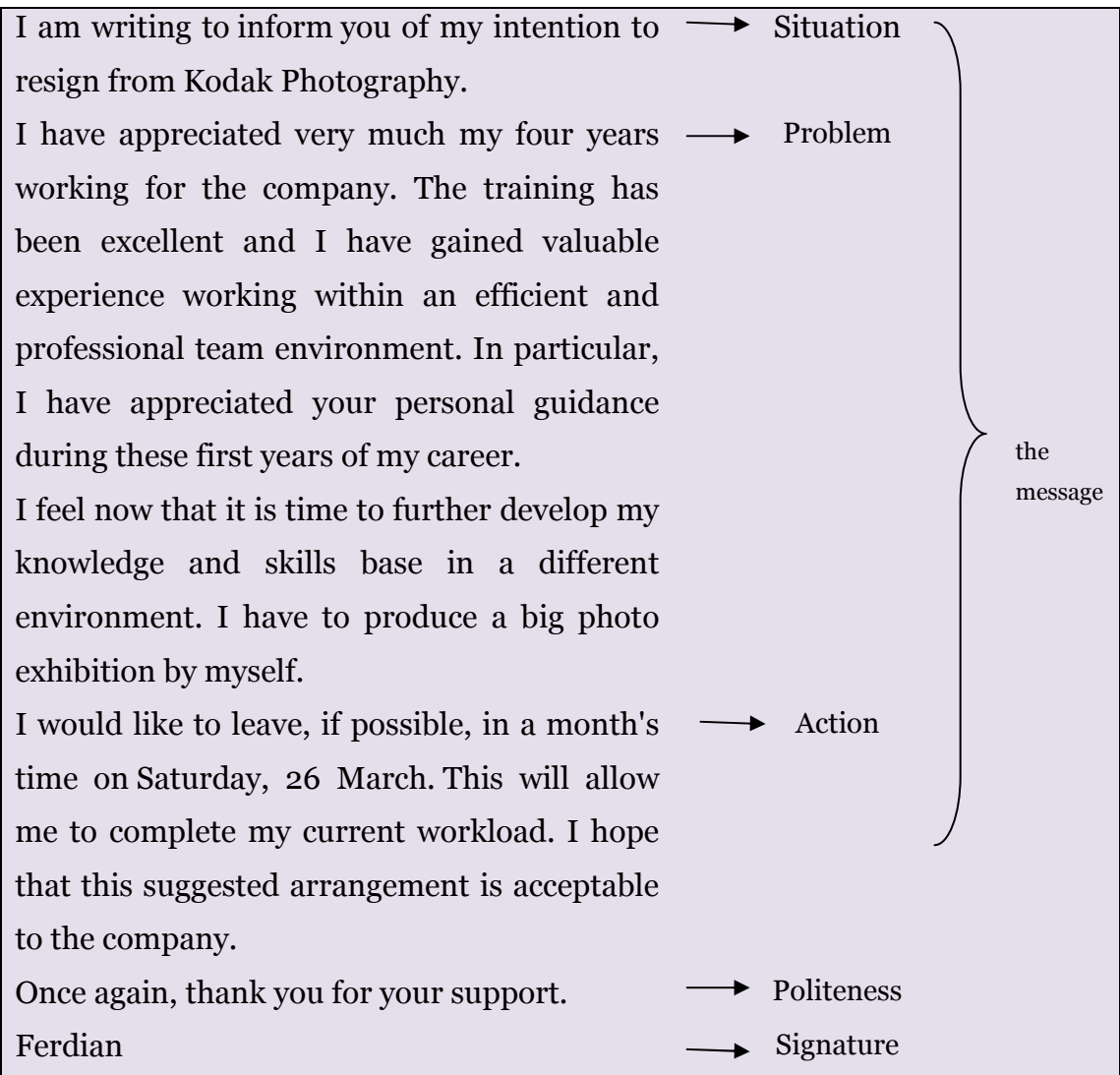
Words	Meanings
intention [ɪn'tenʃn] (noun)	
resign [rɪ'zaɪn] (verb)	
guidance ['gaɪdəns] (noun)	
workload ['wɜ:ləʊd] (noun)	
arrangement [ə'reɪndʒmənt] (noun)	



Task 13. Study the explanation below. When you have understood it, help your friends in understanding the content.

MEMO

To:	Wawan Sianipar, Regional Manager	→	containing the name of the receiver
From:	Ferdian, Photographer	→	containing the name of the sender
Date:	22 February 2011	→	containing the date of the memo
Subject:	Notification of My Resignation	→	containing the subject of the memo





Task 14. Pretend that you are a secretary of a photo exhibition. Write a memo to the all committees about the rules of exhibition based on the meeting.

MEMO

TO : _____
FROM : _____
DATE : _____
SUBJECT : _____

C. Let's Do More



Task 15. Let's do a role play. Make simple dialogues based on the following situations. Use the expressions of necessity: "must, must not, have and don't have to". Then, act them out with your partner.

You are the person in charge of making the report of all the visitors that come in the photo exhibition. Your friend as your manager asks you to submit the report of the visitors. However, one day you forgot where you put your daily report. Your manager warns you that it is important for you to save all the reports.

D. Let's Go Further



Task 16. Now, find an example of a memo. You may ask for it to your school administration staff or search for it on the website.

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit?

Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	very much	much	Little
prohibiting			
using must, must not, have to, don't have to			
making a memo			
vocabulary			

F. Let's Make a Summary

In this unit you have learnt how to prohibit someone using must, must not, have to, don't have to and how to make a memo. Here is the summary of what you have learnt.

Must is stronger than *have to* and indicates urgency or stresses importance.

e.g.:

I must go there

The visitors must agree to all the rules.

I have to capture all the photos there.

do not have to = lack of necessity

must not = prohibition

e.g.: The visitors must not use the camera and video recording

MEMO

To: Wawan Sianipar, Regional Manager → containing the name of the receiver

From: Ferdian, Photographer → containing the name of the sender

Date: 22 February 2011 → containing the date of the memo

Subject: Notification of My Resignation → containing the subject of the memo

I am writing to inform you of my intention to resign from Kodak Photography. → Situation

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career. → Problem

I feel now that it is time to further develop my knowledge and skills base in a different environment. I have to produce a big photo exhibition by myself.

I would like to leave, if possible, in a month's time on Saturday, 26 March. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company. → Action

Once again, thank you for your support. → Politeness

Ferdian → Signature

the
message

G. Vocabulary List

arrangement [ə'reɪndʒmənt] (noun)	: susunan
committee [kə'mɪti:] (noun)	: panitia
enter ['entə] (verb)	: masuk
guard [gɑ:d] (noun)	: penjagaan
guidance ['gaɪdəns] (noun)	: pengamanan
intention [ɪn'tenʃn] (noun)	: niat
internal [ɪn'tə:nl] (adj)	: dalam
receiver [rɪ'si:və] (noun)	: penerima
register ['redʒɪstə] (verb)	: mendaftar
resign [rɪ'zaɪn] (verb)	: mengundurkan diri
security [sɪ'kjʊərɪti] (noun)	: pengamanan
sender ['sendə] (noun)	: pengirim
separate ['sepəreɪt] (verb)	: memisahkan
suitable ['su:təbl] (adj)	: tepat
visitor ['vɪzɪtə] (noun)	: pengunjung
workload ['wɜ:ləʊd] (noun)	: bebankerja

Grade XI

ENGLISH FOR MULTIMEDIA



DRAFT 2

Written by:
Mettayana AP

I THINK THAT'S GOOD.

UNIT 1

Do you know how to capture the best picture by using your camera? What do you think about the importance of managing the angle, exposure, and lighting? Well, now you are going to learn about giving opinions and giving suggestions to the photographers and how you should express your feelings to others properly. Let's find them in this unit.

A. Let's Get Started



Task 1. Study the picture below and answer the questions.



Picture 1. http://lh5.ggpht.com/KbCCVRPIBW4/Se8Fr_QuMgl/AAAAAAAAAEY/sBRcOO7Kiwc/P1050243.JPG

Questions

1. What do you think about being a photographer?
2. Where does he capture the picture? Is it indoor or outdoor?

B. Let's Study

1. Listening and Speaking

Let's Listen



Task 2. You will find the following words in Task 3. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.

Words	Meanings
speck [spek] (noun)	
exposure [ɪk'spəʊʒə] (noun)	
produce [prə'dju:s] (verb)	
noise [nɔɪz] (noun)	
decrease [di:'kri:s] (verb)	
review [ri'vju:] (verb)	



Task 3. You are going to listen to a monolog twice. Listen to the monolog carefully and take notes for the important information. Then, answer the questions and compare your answers with your classmates'. The listening script is in the Appendix.

Questions

- Where did Johnny fix his camera?
 - In Canon.
 - In Renon.
 - In the shop.
 - In the camera's shop.
- What happened with his camera?
 - The camera didn't capture the picture well, that's so dark.
 - The camera didn't capture the picture well, that's too shiny.
 - The camera didn't capture the picture well, there were hot pixels.
 - The camera didn't capture the picture well, there was bad lighting.
- Why is it bad to use high ISO?
 - It will produce a noisy picture.
 - It will produce a shiny picture.
 - It will produce a blurred picture.
 - It will produce a high size of picture.
- What did Canon suggest to Johnny?
 - Canon suggested him for using the additional lens.
 - Canon suggested him for increasing the ISO.
 - Canon suggested him for decreasing the ISO.

- d. Canon suggested him for decreasing the lighting.
5. Was Johny satisfied with Canon's suggestion?
- Yes, he was.
 - No, he was not.
 - Yes, he did.
 - No, he did not.

Let's Speak



Task 4. Study the dialogue and answer the questions. Then, compare your answers with your classmates.

- Dina** : Right, can we start please? The main aim of the meeting is to decide the theme of photo competition. Ok, Katharina, what do you think?
- Katharina** : I'm in favour of one theme. I think, the scenery's photos will be so challenging. They should manage the angle, the exposure, and the saturation. I think that's good to be the theme in the competition.
- Dina** : Thanks, Katharina. Ok, let's hear a few more views. Sam what's your opinion?
- Sam** : Mmm, I agree with her. How about giving them some other requirements, such as they cannot use any tripod in taking picture, it should be their own photo, and it should be no editing?
- Dina** : Wow, that's great. Thanks, Sam. Simona, what's your view? You're a senior photographer.
- Simona** : In my opinion, it will be great if we have a competition in scenery's theme. Yes, I agree with them. It is so challenging, the lighting will influence the result, so the photographers should manage all the exposure. And that's good to prevent them in using tripod. But, I also suggest you to allow them in using the additional lens, in order to get the picture they want.
- Dina** : Ok, we will have the scenery's photos in our competition, we will not allow them in using tripod, and it is free to use additional lens.

Adapted from download.microsoft.com

Questions

- What is Katharina's opinion about the theme of the photo's competition?
- What is Sam's opinion about the requirements of the photo's competition?
- Does Dina agree with Sam's opinion?
- How does Simona suggest for others in order to get the picture they want?
- What is your opinion about the use of tripod in capturing a picture?



Task 5. These are some words you found in the previous dialogue. Match the words in column A with the meanings in column B. Ask your teacher if you find difficulties.

Words	Meanings
requirement [rɪ'kwaɪəmənt] (n)	when someone is trying to win something or be more successful than someone else
competition [kəmpe'tɪʃn] (noun)	the general appearance of the natural environment, especially when it is beautiful
angle ['æŋɡl] (noun)	something that you must do, or something you need
scenery ['si:nri] (noun)	a position from which something is viewed



Task 6. In the previous monolog and dialogue you found some expressions in giving opinions and giving suggestions. Now let's study those expressions.

Giving Opinions

Here are some expressions usually used to give opinions.

- In my opinion...
- I think...
- I (really) feel that...
- The way I see things...
- If you ask me,... I tend to think that...

Examples:

Well, **I think** they were good enough in giving the explanations about the hot pixels.

In my opinion, it will be great if we have a competition in scenery's theme.

Giving Suggestions

The following expressions are usually used when we suggest someone for doing something.

- I suggest...
- Why don't ...
- Why not...
- How about...

Examples:

How about giving them some other requirements, such as they cannot use any tripod in taking picture, it should be their own photo, and it should be no editing?

But, **I also suggest** you to allow them in using the additional lens, in order to get the picture they want.



Task 7. *Work on your own and give suggestions on the situations below.*

Example:

Situation: I have to capture the scenery now, but I have no any interesting object.

Suggestion: How about going to the river behind the school and taking picture there?

1. I don't like to use a tripod, but I need something to make my camera becomes stable.
2. I really love using the micro mode, but I have no any interesting micro object.
3. I like to capture the moving object, but it is always blur.
4. I have to take some photos about the concert, but I don't get any ticket.
5. I don't like to use the blitz, but it is too dark.

2. Reading and Writing

Let's Read



Task 8. *Read the text carefully and answer the questions. Try to work on your own.*

My Cameras

I take most of my pictures when traveling. We usually take along at least three cameras: the S40, the DSLR (formerly 7i, now 10D), and AE-1. A crucial discovery happened on our recent trip to Lebanon. I had taken the AE-1 along as backup. The reason was that I simply enjoyed using the AE-1 more; I especially loved the control over depth of field and the responsiveness. This experience was a major reason why I decided to dump the 7i for the 10D.

While I quite enjoy scanning, I also really like the freedom of being able to shoot as much as I like, and of seeing what I shot immediately. (The metering on the AE-1 let me down badly a few times in low light, and I wasted about two entire rolls of film; I really would have liked a few frames on them to succeed. I know, more practice needed).

We get around on foot a lot. When we're actually on the road, my wife usually carries the S40, and shoots her pictures with that. I carry the big camera either the film one or the digital one. Especially with the real SLR's, this produces a nice synergy, as I generally only carry one lens. If I just can't get the shot at that focal length, the 35-105 zoom on the S40 comes in very handy.

Adapted from http://www.prime-junta.net/pont/Pontification/aa_Equipment/a_Role_of_Equipment.html

Questions

1. What is the writer's hobby?
2. When did the writer go recently?
3. Why did he enjoy using AE-1?
4. 'I take most of my pictures when traveling' (Par 1, Line 1). The word 'take' has similar meaning with...
5. "...and shoots her pictures with that"(Par 3, Line 2). The word "her" refers to...



Task 9. These are some words you have found in Task 8. Find the meanings of the words below based on the context. Use your dictionary if necessary.

Words	Meanings
crucial ['kru:ʃl] (adj)	
responsiveness [rɪ'spɒnsɪvnəs] (noun)	
roll [rəʊl] (noun)	
frame [freɪm] (noun)	
digital ['dɪdʒɪtəl] (noun)	
film [fɪlm] (noun)	



Task 10. Based on the text in Task 8, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partners'.

Statement	T/F	Evidence
The writer took most of the pictures when having a trip.	T	Paragraph 1, sentence 1.
They brought camera's backup for more than four.		.....
They have just travelled to Lebanon.		.....
The writer enjoyed using S40 because of the responsiveness.		.....
The writer likes to shoot what he wants immediately.		.....
The writer went to Lebanon with his daughter.		.....

Let's Write



Task 11. Below is a text about someone's experience about his camera. Read carefully and then find the meanings of the words based on the context.

My Experiences

I got into photography pretty early. I was 7 years old when they gave me a camera to play with. Both my mother and my father are photo enthusiasts. My father was mathematics' lecturer in a university in my city; while my Mother was a good English teacher in a senior high school.

Introduction that gives an orientation.

It was started when my father let me use his old Olympus. By age ten, I was borrowing their Minolta SLR. By age 12, they had helped me set up a darkroom in the basement, and I was happily making prints. It wasn't until I was 16, though, that I got my first very own camera, a Canon T70.

Sequence of events that recount the past in the order in which the events occurred.

However, my interest in photography waned after I moved out from my parents and lost access to that darkroom. I moved to Yogyakarta. I was disappointed in the quality of the prints the minilab could get me, and started to feel that lugging around the T70, two or three lenses, a tripod, and a flash just wasn't worth the effort. So I ended up selling them and buying an Olympus Centurion APS point-and-shoot instead. For about seven years, I didn't shoot anything more ambitious than holiday snaps (even if some of these turned out quite nice).

However, because the extra cropping flexibility APS, I started to shoot again. I was pretty happy. I liked the print quality, actually.

Concluding paragraph.

Adapted from http://www.prime-junta.net/pont/Pontification/aa_Equipment/a_Role_of_Equipment.html

Words	Meaning
photography [fə'tɒgrəfi] (noun)	
print [print] (noun)	
wane [weɪn] (verb)	
shoot [ʃu:t] (verb)	
ambitious [æm'bɪʃəs] (adj)	



Task 12. Now, answer the following questions based on the text in Task 11.

1. Who did make the writer like photography?
2. When did the writer start to use the Minolta SLR?
3. Where did the writer move?

4. Did the writer get her/his own camera? When?
5. Why did the writer's interest decrease?



Task 13. Study the explanation below. When you have understood it, help your friends in understanding the content.

Recount text

What is a recount?

A **recount** is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Features of a recount

1) *Constructing a written recount*

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

- A first paragraph that gives background information about who, what, where, and when (called an orientation).
- A series of paragraphs that retell the events in the order in which they happened.
- A concluding paragraph (not always necessary).

2) *Language features in a recount*

The language features usually found in a recount are:

- Proper nouns to identify those involved in the text.
- Descriptive words to give details about who, what, when, where, and how.
- The use of the past tense to retell the events.

S+ V2+ O/C

In the previous tasks you have found those sentences.

1. They gave me a camera to play with when I must've been about seven years old; after this, my father let me use his old Olympus.
 2. However, my interest in photography waned after I moved out from my parents and lost access to that darkroom.
 3. I wasted about two entire rolls of film.
- Words that show the order of events (for example, *first, next, then*)



Task 14. Change the verb in brackets with the one in simple past tense. Compare your answers with your classmates'.

In the autumn of 2002, I ____ (buy) a slide scanner, to scan and present some of the family's huge collection of slides over the years. I ____ (like) it a lot: it really ____ (make) me appreciate what film can do. So much, in fact, that I ____ (go) and ____ (buy) back something very like I had sold nearly ten years ago ____ a manual-focus, near-manual vintage Canon SLR: the AE-1.

C. Let's Do More



Task 15. Do a role play with your partner. One of you acts as the photographer, other acts as the owner of the photos' gallery. You give the opinion and suggestion about the photo hanging on the gallery.



Picture 2. <http://2.bp.blogspot.com/>

D. Let's Go Further



Task 16. Write your experience about using a camera. Ask your teacher if you find difficulties and do your best.

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	Very much	Much	Little
Giving opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling past events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Let's Make a Summary

In this unit you have learnt how to give opinion and suggestion to people around you. Here is the summary of what you have learnt.

☉ Giving Opinions

Here are some expressions usually used to give opinions.

- In my opinion...
- I think...
- I (really) feel that...
- The way I see things...
- If you ask me,... I tend to think that...

☉ Giving Suggestions

The following expressions are usually used when we suggest someone to do something.

- I suggest...
- Why don't ...
- Why not...
- How about...

Recount text

What is a recount?

A **recount** is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Features of a recount

1) *Constructing a written recount*

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

- A first paragraph that gives background information about who, what, where, and when (called an orientation).
- A series of paragraphs that retell the events in the order in which they happened.
- A concluding paragraph (not always necessary).

2) *Language features in a recount*

The language features usually found in a recount are:

- Proper nouns to identify those involved in the text.
- Descriptive words to give details about who, what, when, where, and how.
- The use of the past tense to retell the events.
- Words that show the order of events (for example, *first, next, then*)

G. Vocabulary List

ambitious [æm'biʃəs] (adj)	: ambisius
angle ['æŋgl] (noun)	: sudut pandang
capture ['kæptʃə] (verb)	: mengambil (foto)
competition [kəmpe'tɪʃn] (noun)	: pertandingan
crucial ['kru:ʃl] (adj)	: sangat penting
decrease [di:'kri:s] (verb)	: menurunkan
digital ['dɪdʒɪtəl] (noun)	: digital
exposure [ɪk'spəʊʒə] (noun)	: pencahayaan
film [fɪlm] (noun)	: film
frame [freɪm] (noun)	: bingkai
hot pixel [hɒt'pɪksəl] (noun)	: piksel pada foto yang terlihat lebih terang dibanding yang seharusnya
lens [lenz] (noun)	: lensa
manage ['mænɪdʒ] (verb)	: mengatur
noise [nɔɪz] (noun)	: tidak jernih(foto)
photography [fə'tɒgrəfi] (noun)	: fotografi
print [prɪnt] (noun)	: cetakan
produce [prə'dju:s] (verb)	: menghasilkan
requirement [rɪ'kwaɪəmənt] (noun)	: persyaratan
responsiveness [rɪ'spɒnsɪvnəs] (noun)	: peka
review [rɪ'vju:] (verb)	: melihat
roll [rəʊl] (noun)	: gulungan
scenery ['si:nəri] (noun)	: pemandangan
shoot [ʃu:t] (verb)	: mengambil (foto)
speck [spek] (noun)	: titik
wane [weɪn] (verb)	: menurun

CHANGE YOUR PASSWORD.

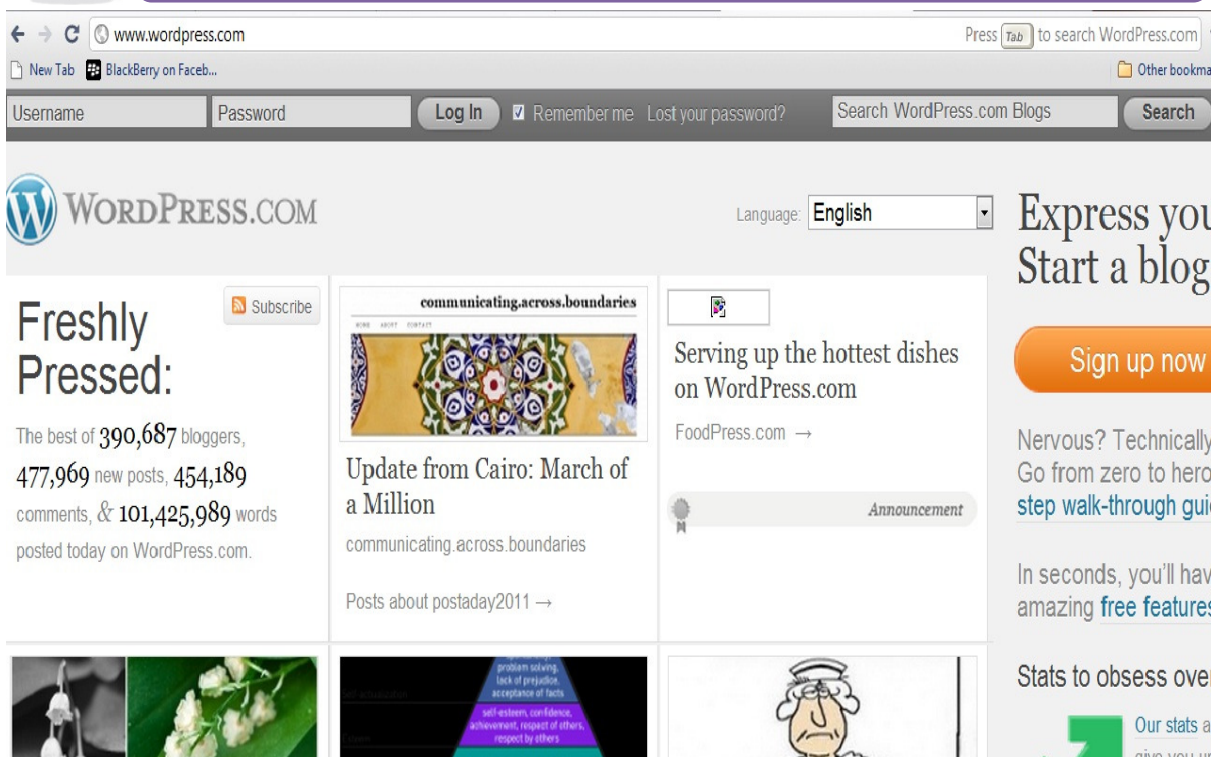
Internet is one of the common things in your life. You usually deal with the use of the internet; one of them is making a website. In a website, you have to understand the instructions given. There are some instructions there, such as: making the website, changing the password, and personalizing the theme of the website. In this unit, you will learn how to give instructions and understand the instructions.

UNIT 2

A. Let's Get Started



Task 1. Study the picture below and answer the questions.



Picture 1. www.wordpress.com

1. Do you know what it is?
2. Do you have any website? Tell your teacher if you have one.

B. Let's Study

1. Listening and Speaking

Let's Listen



Task 2. These are some words you will find in Task 3. Match the words in column A with the meanings in column B. Ask your teacher if you find difficulties.

A	B
online ['ɒnlain] (adv)	able to avoid being harmed by any risk, danger or threat
change [tʃeɪnʒ] (verb)	at regular intervals
periodically [pɪˈrɪˌɒdɪkli] (adv)	to give an answer to a particular question when you do not have all the facts and so cannot be certain if you are correct
secure [sɪˈkjʊə] (adj)	to move text or other information on a computer screen in order to view a different part of it
guess [ges] (verb)	to make or become different
scroll [skrəʊl] (verb)	able to be easily physically, emotionally, or mentally hurt, influenced or attacked
vulnerable ['vʌlnərəbl] (adj)	to be able to use email or the Internet



Task 3. You are going to listen to a monolog twice. Listen to the monolog carefully and take notes for the important information. Then answer the following questions. The listening script is in the Appendix.

1. What is the monolog about?
2. Is it important to change the password? Why?
3. What is the first step of changing the password?
4. What should you do before clicking the personal setting?
5. What should you do in New Password Area?

Let's Speak



Task 4. Study the dialogue and answer the questions. Then, compare your answers with your classmates'.

Sari : I have got an email from my brother. I wonder why there is always a

- funny quotation in the end of his email. I think that's not efficient.
- Aan : Aha, that will not spend your time Sar.
- Sari : Hah, how come? The quotation is not simple; we need some minutes to type that.
- Aan : Mmm, that is an email signature. An email signature is an efficient way to provide all those details you want to include in every email without having to retype them.
- Sari : Wow, do you know how to make an email signature for Yahoo! Mail?
- Aan : First, sign in to your Yahoo! Mail account. From the top navigation bar, click on "Options." .
- Sari : Ok, then what should I do?
- Aan : Find the "Signature" link in the "Management" column. Next, you can include your name, employment title, email address, mailing address, phone number, fax number or any other information you want. Some people like to include a brief quote or humorous line at the bottom of their signatures.
- Sari : Wow, what is next?
- Aan : Input the information into the text field. Next, hit the "Save" button at the bottom. Last, add your signature manually by checking the "Use my signature" check box at the bottom of every Yahoo! Mail message.
- Sari : Excellent, I will make it then. Thank you.
- Aan : You're welcome

Adapted from http://www.ehow.com/how_2070012_make-email-signature-yahoo-mail.html

Questions

1. What is an email signature?
2. What should you do after logging in your yahoo account?
3. What can you include in the signature?
4. Where do you find the signature link?
5. When do you click the save button?



Task 5. These are some words you found in the previous dialogue. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.

Words	Meanings
quotation [kwəʊ'teɪʃn] (noun)	
signature ['sɪɡnətʃə] (noun)	
hit [hɪt] (verb)	



Task 6. In the previous monolog and dialogue you found some sequence markers and giving instructions. Now let's study those expressions.

Sequence Markers

People may ask you instructions on how to do something. It may be something simple like how to make a website or it may be something more difficult, like setting an email signature.

To do this use sequence markers. These are words which guide the listener or reader through the instructions, by giving them the order of steps to follow. Common sequence markers are:

first	second	third	forth
after that	next	before that	then
you begin by	the last step is	now	finish

Example:

Giving Instructions	
How to make a blog?	First , head to WordPress.com and click the sign up button. Choose a domain name for your first blog. Next , choose a unique username that will identify you in the WordPress.com community...
How to change a password?	First , log in to your website. Then , please visit your Personal Settings. After that , scroll to the bottom of the page to the New Password Area...



Task 7. Make a dialog based on the situations below with your partner.

- 1) You want to make a facebook account. You have to explain how to make the account to your friend,.
- 2) You are able to change your email password and your friends are interested in learning it. You have to explain the steps to your friends.
- 3) Your friend is interested in your blog and she/he wants to make one. You have to explain the steps of making the blog.

2. Reading and Writing

Let's Read



Task 8. These are some words you will find in Task 9. Find the meanings of the words below based on context. Use your dictionary if necessary.

Words	Meanings
publish ['pʌblɪʃ] (verb)	
bunch [bʌntʃ] (noun)	
captivate ['kæptɪveɪt] (verb)	
intrigue [ɪn'tri:g] (verb)	
save [seɪv] (verb)	



Task 9. Read the text carefully and answer the following questions. Try to work on your own.

Publish your Post.

The purpose of making a blog is to share the ideas. Here are steps of publishing the ideas. First, log in to your WordPress.com dashboard, and over on the left you'll see a bunch of menu options. Click on the little arrow to the right of the word Posts, and choose the "Add New" option.

Then, write your title in the box up at the top, just like you would with an email. This is your blog's title, like a headline. It's important, so be sure to use your blog title as a way to captivate your readers by intriguing them with a fascinating, well-written headline.

Now, write the body of the post. This is what comes below the headline/title. If you make sure the "Visual" tab is selected (top right of the editor), rather than

"HTML," you'll be able to use a familiar set of Word Processor-like tools for bolding, italicizing and otherwise formatting your content. If you need additional formatting options, you can expand the editing toolbar by selecting the Kitchen Sink icon. After that type in what you want here. You can save it at any time (without sharing it with the world) by hitting the "Save Draft" button. When you're ready to share your content with the world, it's as simple as hitting "Publish". Once you've done that, click on "View Post" and you can check out exactly how your content looks to the rest of the world. Then, congratulations, you're a published author.

Adapted from <http://learn.wordpress.com/get-published/>

Questions

1. What is the purpose of publishing the post?
2. Where do you write the blog's title?
3. Where do you find the "add new" option?
4. What is the function of "Save Draft" button?
5. When do you click "Publish" button?



Task 10. Based on the text in Task 9, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partners'.

Statement	T/F	Evidence
The purpose of making a blog is to share the ideas.	T	Paragraph 1, sentence 1.
The first step of publishing the post is log in to wordpress dashboard.		.....
You can expand the editing toolbar by selecting the "Add New" option, if you need additional formatting options		.....
You cannot save your post in draft.		
The function of "Publish" button is to edit the post.		
You can review the post by hitting the "View Post" button.		.....

Let's Write



Task 11. Below is a text about how to customize the image header of the page. Read carefully and then find the meanings of the words based on the context.

Customize your Header.

Customization is a good thing. Several of the themes at WordPress.com feature an option which allows users to upload their very own custom image header to obtain a much more personalized look and feel. The use of this option is completely free, and you do not need to purchase the Custom CSS Upgrade in order to change your header (as long as you're using one of the themes that include the option, of course).

The first thing that you should do is to upload a Custom Header Image. Go to **Appearance then Header** in your blog's dashboard. If you do not see the option, this means that your current theme does not support the use of a custom image header. Please refer to the list of supported themes.

Then, browse for the file on your computer and click **Upload**. All cropped images will be converted to jpegs. Using an image of exactly the right size will produce the best results, and this is certainly recommended. To preserve transparency in an image use a .gif or .png image of exactly the right size. If you uploaded an image that doesn't match the exact dimensions of your current theme's header, you will need to crop it accordingly.

Next, select the portion of the image that you'd like to use for the header, and then click **Crop and Publish**. Then the last your header is complete. Visit your site and you should see the new header.

Words	Meanings
customization/ ['kʌstəmaɪʒən](noun)	
theme [θi:m] (noun)	
feature ['fi:tʃə] (noun)	
purchase ['pɜ:tʃəs] (verb)	
upload [ʌpləʊd] (verb)	
crop [krɒp] (verb)	



Task 12. Now, check your comprehension by finding the main idea of each paragraph of the text in Task 11.

Paragraph 1	:
Paragraph 2	:
Paragraph 3	:
Paragraph 4	:



Task 13. Study the explanation below. When you have understood it, help your friends in understanding the content.

Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to register a website. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structures of a procedure text are:

- Goal: something to achieve.
- Materials: things needed to achieve the goal.
- Steps: activities to achieve the goal.

The language features are:

- action verbs
- nouns, noun phrase
- imperative sentence

See the example below.

How to publish the post?

→ goal

Equipments:

1. Internet
2. Computer

→ equipment

Steps:

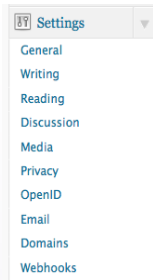
1. First, log in to your WordPress.com dashboard.
2. Then, write your title in the box up at the top.
3. Now, write the body of the post.
4. When you're ready to share your content with the world, it's as simple as hitting "Publish".
5. Then, congratulations, you're a published author.

→ steps



Task 14. Take a look at the following pictures. Arrange the jumbled procedure of making an avatar image to the blog below based on each picture.

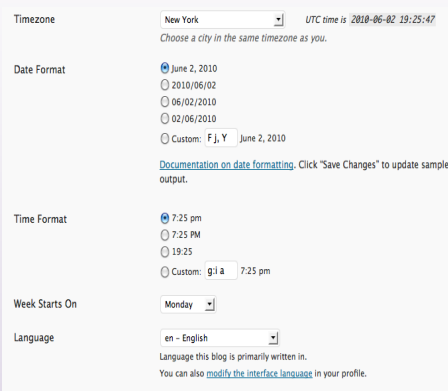
1.



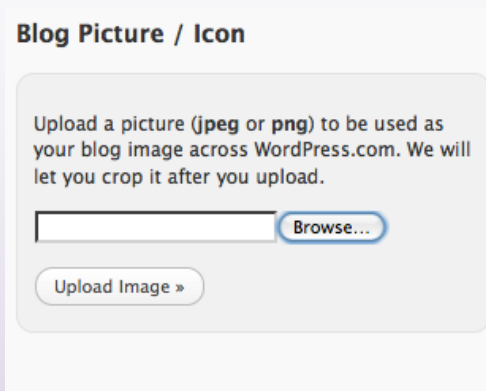
2.



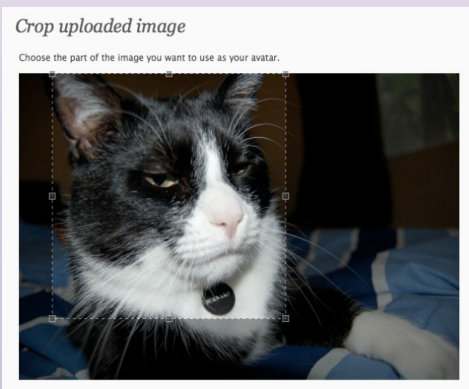
3.



4.



5.



6.



Picture 2. www.wordpress.com

1. It is also possible to upload an image to represent your blog when it appears in various places on WordPress.com (unless you've set it to private). Click on "browse" and locate the image file on your computer.
2. You can also change your email address, time zone, date and time settings, and language settings here. Don't forget to save your changes.

3. Once you've found the image you want, choose "upload image." You can always change this image later if you decide you want a different one. Once the image has uploaded, you'll be able to crop the photo by making the box bigger or smaller.
4. Adjust your blog title to your liking. You can also add a tagline here, which will appear under your title, usually at the top of your blog.
5. Once it's uploaded, it will look like this in your General Settings.
6. Open up the settings menu. Click "General" and you'll be taken right there.

C. Let's Do More



Task 15. Tell the class how to customize the header image in your own words based on the text in Task 10.

D. Let's Go Further



Task 16. Write a short instruction based on the text below. Use the imperative form and sequence markers you have learnt.

How to Make a Hotmail Email Account

Hotmail is an appealing option since you are able to send out and receive emails in an HTML format, which is much more attractive than plain text emails. Setting up a free webmail is very not hard to do. On this page, you will learn the right way to create a Hotmail email account. The first thing that you have to do is go to the Hotmail email web page and click the "Sign up" button. You'll then be viewing a registration form that needs to be filled up. After that you should type the first text box which says "Windows Live ID" and choose the type of free email domain that's right for you - @live.com or @hotmail.com. Then, you need to check the availability of the hotmail email account that you have created. If it is currently taken, change it and choose a more different hotmail email account. Next, key in your password and remember to not discuss it with any person for this is going to be used each time you log-in to your free webmail. After you do those all, you can place an alternate email address to the textbox. This will be used later should you forgot your password and a password request will be delivered to this alternate email address. If you would like to not place an alternate email address, you could choose a security question and you will be asked to provide an answer for it.

Then you can pick from the drop-down boxes your country and state. Next type your zip code based on your country and state. Pick your gender. Type your birth year. It must be a four digit. Type an accurate captcha or the characters you see on the picture. If you typed it correctly, this is a sign that you're not a spammer or a bot. Finally you can click on the "Accept" button if you accept the Microsoft service agreement and privacy statement. Read the contract before clicking the "Accept"

button. You will then be directed to your freshly made hotmail email account and you will get an email. Start reading your first mailbox message and you will be guided with the hottest updates and features of the hotmail email account.

Adapted from <http://www.taiwanholidaysblog.com/general-travel-info/ten-easy-procedures-on-how-to-make-a-hotmail-email-account>

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	very much	much	Little
Giving instructions			
Using sequence markers			
Understanding the generic structure of a procedure text.			
Make a procedure text.			
Vocabulary			

F. Let's Make a Summary

In this unit you have learnt how to give instructions, use the sequence markers, and make a procedure text. Here is the summary of what you have learnt.

Sequence Markers

These are words which guide the listener or reader through the instructions, by giving them the order of steps to follow. Common sequence markers are:

first	second	third	forth
after that	next	before that	then
you begin by	the last step is	now	finish

Example:

How to make a blog? : **First**, head to WordPress.com and click the sign up button. Choose a domain name for your first blog. **Next**, choose a unique username that will identify you in the WordPress.com community...

Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to check the engine oil. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structures of a procedure text are:

- Goal: something to achieve.
- Materials: things needed to achieve the goal.
- Steps: activities to achieve the goal.

The language features are:

- action verbs
- nouns, noun phrase
- imperative sentence

See the example below.

How to publish the post?

→ goal

Equipments:

1. Internet
2. Computer

→ equipment

Steps:

1. First, log in to your WordPress.com dashboard.
2. Then, write your title in the box up at the top.
3. Now, write the body of the post.
4. When you're ready to share your content with the world, it's as simple as hitting "Publish".

→ steps

G. Vocabulary List

account [ə'kaʊnt] (noun)	: akun
bunch [bʌntʃ] (noun)	: kumpulan
button ['bʌtən] (noun)	: tombol
captivate ['kæptɪveɪt] (verb)	: menarik
change [tʃeɪnʒ] (verb)	: merubah
confirmation [kən'fɜːmeɪʃn] (noun)	: konfirmasi
crop [krɒp] (verb)	: memotong
customization/ ['kʌstəmaɪzən](noun)	: kustomisasi
domain [də'meɪn] (noun)	: wilayah
feature ['fi:tʃə] (noun)	: fitur
folder['fəʊldə] (noun)	: folder
guess [ges] (verb)	: tamu
hit [hɪt] (verb)	: tekan
instruction [ɪn'strʌkʃənz] (noun)	: instruksi
intrigue [ɪn'triːg] (verb)	: menarik
online ['ɒnlaɪn] (adv)	: online
password ['pɑːswɜːd] (noun)	: katasandi
periodically [piːri'ɒdɪkli] (adv)	: secara periodic
publish ['pʌblɪʃ] (verb)	: menerbitkan
purchase ['pɜːtʃəs] (verb)	: membayar
quotation [kwəʊ'teɪʃn] (noun)	: kutipan
save [seɪv] (verb)	: menyimpan
scroll [skrɔːl] (verb)	: menggulir
secure [sɪ'kjʊːə] (adj)	: aman
share ['ʃeə](verb)	: membagikan
signature ['sɪɡnətʃə] (noun)	: tanda tangan
signup/ [saɪnʌp] (verb)	: mendaftar
spam/ [spʌm] (noun)	: gangguan
theme [θiːm] (noun)	: tema
trash [træʃ] (noun)	: sampah
upload [ʌpləʊd] (verb)	: mengunggah
username[juːzəneɪm] (noun)	: nama pengguna
vulnerable ['vʌlnərəbl] (adj)	: rentan

NO CAMERA PLEASE.

Have you ever seen a sign post? Where do you usually see? There are some reasons why many people use a sign post. It is important to understand the meaning of the sign post. It is usually a way to prohibit someone. Well, now in this unit you are going to study the sign posts.

UNIT 3

A. Let's Get Started



Task 1. Study the picture below and answer the questions.



Picture 1.

1. Do you know what it is?
2. Have you ever seen this picture? Where?

B. Let's Study

1. Listening and Speaking

Let's Listen



Task 2. These are some words you will find in Task 3. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.

Words	Meanings
separate ['sepəreɪt] (verb)	
enter ['entə] (verb)	
security [sɪ'kjʊərɪti] (noun)	
guard [gɑ:d] (noun)	



Task 3. You are going to listen to a monolog twice. Listen to the monolog carefully. Then answer the following questions and compare your answers with your classmates'. The listening script is in the Appendix.

1. What is the monolog about?
2. Where did they go over the summer?
3. Could they use their camera?
4. Where did they find the "no cameras" notices except in the front of the door?
5. When did the safety guard check the camera?

Let's Speak



Task 4. Study the dialogue and answer the questions. Then, compare your answers with your classmates'.

- Huda : I have just visited a photo exhibition in our school, that's awesome.
- Siregar : Really? I must go there. I have to capture all the photos there.
- Huda : No, you cannot do that. The committee do not allow the visitors to use their camera. There are some rules for the visitors.
- Siregar : Mmm, do you remember the rules?
- Huda : The visitors must not use the camera and video recording. The committee do not allow the visitor to smoke in the exhibition room.
- Siregar : That's good. What else?
- Huda : In the front of the door, there is a notice for the visitors. That is "Welcome, please sign in at office". So, you should register yourself in

- the receptionist.
- Siregar : Wow, can I bring some snacks?
- Huda : No, you cannot. You will find a NO EATING and NO DRINKING notices in the door.
- Siregar : Ok. Thank you. I must go to the exhibition.
- Huda : You're welcome.

Adapted from oia.osu.edu/photo-contest.html

Questions

1. Where was the photo exhibition held?
2. Did they allow the visitors to smoke?
3. Could the visitors bring any snack?
4. What should the visitors do before entering the exhibition room?
5. What is the meaning of NO EATING and NO DRINKING?



Task 5. These are some words you found in the previous dialogue. Match the words in column A with the meanings in column B. Ask your teacher if you find difficulties.

Words	Meanings
committee [kə'miti:] (noun)	
visitor ['vizi:tə] (noun)	
register ['redʒɪstə] (verb)	



Task 6. Study the following explanation.

Must is stronger than *have to* and indicates urgency or stresses importance.

e.g.:

I must go there

The visitors must agree to all the rules.

I have to capture all the photos there.

do not have to = lack of necessity

must not = prohibition

e.g.: The visitors must not use the camera and video recording



Task 7. Study the road signs below with your classmates'. Choose the appropriate meanings for the signs.

1. The sign means ...
 - a. you must register yourself.
 - b. you must go to the office.
 - c. you must say "welcome"
2. The sign means ...
 - a. you must be silent.
 - b. you don't have to be silent.
 - c. you must be noisy.
3. The sign means ...
 - a. you must take the photos.
 - b. you must not take any photos .
 - c. you can bring your camera.
4. The sign means ...
 - a. you must not park
 - b. you must park.
 - c. you can park.
5. The sign means ...
 - a. you must not touch the photos.
 - b. you must touch the photos.
 - c. you can touch the photos.
6. The sign means ...
 - a. you must go to the restricted area.
 - b. you must not enter the restricted area.
 - c. you can enter the restricted area.
7. The sign means ...
 - a. you must not bring the weapons, cameras, video, and cell phone.
 - b. you can bring the weapons, cameras, video, and cell phone.
 - c. you have to bring the weapons, cameras, video,



and cell phone.

8. The sign means ...
- a. you don't have to stop.
 - b. you must stop.
 - c. you can't stop.



2. Reading and Writing

Let's Read



Task 8. These are some words you will find in Task 9. Find the meanings of the words below based on context. Use your dictionary if necessary.

Words	Meanings
suitable ['su:təbl] (adj)	
internal [in'tə:nl] (adj)	
receiver [ri'si:və] (noun)	
sender ['sendə] (noun)	



Task 9. Read the text carefully and answer the following questions. Try to work on your own.

MEMO

Memos are useful in situations where e-mails or text messages are not suitable. For example, if you are sending an object, such as a book or a paper that needs to be signed, through internal office mail, you can use a memo as a covering note to explain what the receiver should do.

Memos should have the following sections and content: (1) A 'To' section containing the name of the receiver. For informal memos, the receiver's given name; e.g. 'To: Andy' is enough. For more formal memos, use the receiver's full name. (2) A 'From' section containing the name of the sender. For informal memos, the sender's other name; e.g. 'From: Bill' is enough. For more formal memos, use the sender's full name. (3) A 'Date' section. To avoid confusion between the British and American date systems, write the month as a word or an abbreviation; e.g. 'January' or 'Jan'. (4) A Subject Heading. (5) The message. Unless the memo is a brief note, a well-organised memo message should contain the following sections:

1. Situation - an Introduction or the purpose of the memo
2. Problem (optional) - for example: "Since the move to the new office in Kowloon Bay, staff has difficulty in finding a nearby place to buy lunch."
3. Solution (optional) - for example: "Providing a microwave oven in the pantry would enable staff to bring in their own lunchboxes and reheat their food."
4. Action - this may be the same as the solution, or be the part of the solution that the receiver needs to carry out; e.g. "we would appreciate it if you could authorize up to \$3,000"
5. Politeness - to avoid the receiver refusing to take the action you want, it is important to end with a polite expression; e.g. "Once again, thank you for your support.", or more informally "Thanks".
- (6) Signature. This is optional.

Adapted from <http://www2.elc.polyu.edu.hk/CILL/eiw/memos.htm>

Questions

1. What is the main function of a "memo"?
2. Describe the structure of a memo.
3. What is the function of a "date" section?
4. Is it important to say "thanks"? Why?
5. What is the structure of the "message"?



Task 10. Based on the text in Task 9, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partners'.

Statement	T/F	Evidence
Memos are useful in situations where e-mails or text messages are not suitable.	T	Paragraph 1, sentence 1.
A "To" section containing the name of the sender.		.....
A "From" section containing the name of the receiver.		.....
Politeness is the part of the message.		.....
The sender should use a full name for an informal memo.		.....
You cannot use a memo as a covering note to explain what the receiver should do.		.....

Let's Write



Task 11. Below is a memo about notification of resignation. Read carefully and then find the meanings of the words below based on the context.

MEMO

To: Wawan Sianipar, Regional Manager
From: Ferdian, Photographer
Date: 22 February 2011
Subject: Notification of My Resignation

I am writing to inform you of my intention to resign from Kodak Photography.

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.

I feel now that it is time to further develop my knowledge and skills base in a different environment. I have to produce a big photo exhibition by myself.

I would like to leave, if possible, in a month's time on Saturday, 26 March. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.

Once again, thank you for your support.

Ferdian

Adapted from <http://www2.elc.polyu.edu.hk/CILL/eiw/memos.htm>

Words	Meanings
intention [ɪn'tenʃn] (noun)	
resign [rɪ'zaɪn] (verb)	
guidance ['gaɪdəns] (noun)	
workload ['wɜːkləʊd] (noun)	
arrangement [ə'reɪndʒmənt] (noun)	



Task 12. Write the main idea of the previous memo. Use the questions below to help you in writing the memo. Try to work on your own.

1. Who is the sender of the memo?
2. What is the memo about?
3. When does she/he write the memo?
4. Why does she/he send the memo?
5. Who is Wawan Sianipar?

To : _____
From : _____
Date : _____
Subject : _____



Task 13. Study the explanation below. When you have understood it, help your friends in understanding the content.

MEMO		
To:	Wawan Sianipar, Regional Manager	→ containing the name of the receiver
From:	Ferdian, Photographer	→ containing the name of the sender
Date:	22 February 2011	→ containing the date of the memo
Subject:	Notification of My Resignation	→ containing the subject of the memo
I am writing to inform you of my intention to resign from Kodak Photography.		→ Situation
I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.		→ Problem
I feel now that it is time to further develop my knowledge and skills base in a different environment. I have to produce a big photo exhibition by myself.		
I would like to leave, if possible, in a month's time on Saturday, 26 March. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.		→ Action
Once again, thank you for your support.		→ Politeness
Ferdian		→ Signature

}

the message



Task 14. Pretend that you are a secretary of a photo exhibition. Write a memo to the all committees about the rules of exhibition based on the meeting.

MEMO

TO : _____

FROM : _____

DATE : _____

SUBJECT : _____

C. Let's Do More



Task 15. Let's do a role play. Make simple dialogues based on the following situations. Use the expressions of necessity: "must, must not, have and don't have to". Then, act them out with your partner.

You are the person in charge of making the report of all the visitors that come in the photo exhibition. Your friend as your manager asks you to submit the report of the visitors. However, one day you forgot where you put your daily report. Your manager warns you that it is important for you to save all the reports.

D. Let's Go Further



Task 16. Now, find an example of a memo. You may ask for it to your school administration staff or search for it on the website. Then, write the memo in your own words.

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	very much	much	Little
prohibiting			
using must, must not, have to, don't have to			
making a memo			
vocabulary			

F. Let's Make a Summary

In this unit you have learnt how to prohibit someone using **must**, **must not**, **have to**, **don't have to** and how to make a memo. Here is the summary of what you have learnt.

Must is stronger than *have to* and indicates urgency or stresses importance.

e.g.:

I must go there

The visitors must agree to all the rules.

I have to capture all the photos there.

do not have to = lack of necessity

must not = prohibition

e.g.: The visitors must not use the camera and video recording

MEMO

To:	Wawan Sianipar, Regional Manager	→	containing the name of the receiver
From:	Ferdian, Photographer	→	containing the name of the sender
Date:	22 February 2011	→	containing the date of the memo
Subject:	Notification of My Resignation	→	containing the subject of the memo

I am writing to inform you of my intention to resign from Kodak Photography. → Situation

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career. → Problem

I feel now that it is time to further develop my knowledge and skills base in a different environment.

I have to produce a big photo exhibition by myself.

I would like to leave, if possible, in a month's time on Saturday, 26 March. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company. → Action

Once again, thank you for your support.

Ferdian

→ Politeness

→ Signature

the message

G. Vocabulary List

arrangement [ə'reɪndʒmənt] (noun)	: susunan
committee [kə'mɪti:] (noun)	: panitia
enter ['entə] (verb)	: masuk
guard [gɑ:d] (noun)	: penjagaan
guidance ['gaɪdəns] (noun)	: pengamanan
intention [ɪn'tenʃn] (noun)	: niat
internal [ɪn'tɜ:nl] (adj)	: dalam
receiver [rɪ'si:və] (noun)	: penerima
register ['redʒɪstə] (verb)	: mendaftar
resign [rɪ'zaɪn] (verb)	: mengundurkan diri
security [sɪ'kjʊərɪti] (noun)	: pengamanan
sender ['sendə] (noun)	: pengirim
separate ['sepəreɪt] (verb)	: memisahkan
suitable ['su:təbl] (adj)	: tepat
visitor ['vɪzɪtə] (noun)	: pengunjung
workload ['wɜ:ləʊd] (noun)	: bebankerja

Grade XI

ENGLISH FOR MULTIMEDIA

Written by:
Mettayana AP



I THINK THAT'S GOOD.

UNIT 1

Do you know how to capture the best picture by using your camera? What do you think about the importance of managing the angle, exposure, and lighting? Well, now you are going to learn about giving opinions and giving suggestions to the photographers and how you should express your feelings to others properly. Let's find them in this unit.

A. Let's Get Started



Task 1. Study the picture below and answer the questions.



Picture 1. <http://lh5.ggpht.com>

Questions

1. What do you think about being a photographer?
2. Where does he capture the picture? Is it indoor or outdoor?

B. Let's Study

1. Listening and Speaking

Let's Listen



Task 2. You will find the following words in Task 3. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.

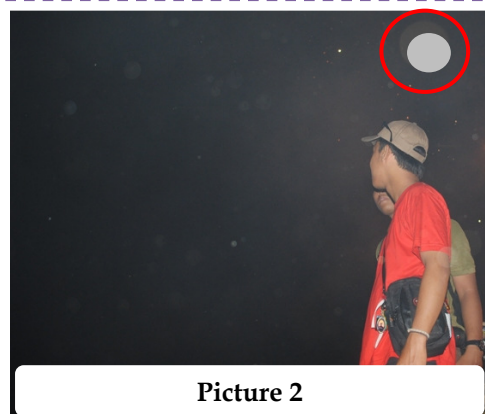
Words	Meanings
speck [spek] (noun)	
exposure [ɪk'spəʊʒə] (noun)	
produce [prə'dju:s] (verb)	
noise [nɔɪz] (noun)	
decrease [di:'kri:s] (verb)	
review [ri'vju:] (verb)	



Task 3. You are going to listen to a monolog twice. Listen to the monolog carefully and take notes for the important information. Then, answer the questions and compare your answers with your partner's. The listening script is in the Appendix.

Questions

- Where did Johnny fix his camera?
 - In Canon.
 - In Renon.
 - In the shop.
 - In the camera's shop.
- Why is it bad to use high ISO?
 - It will produce a noisy picture.
 - It will produce a shiny picture.
 - It will produce a blurred picture.
 - It will produce a high size of picture.
- Was Johnny satisfied with Canon's suggestion?
 - Yes, he was.
 - No, he was not.
 - Yes, he did.
 - No, he did not.
- What happened with his camera?
 - The camera didn't capture the picture well. That's so dark.
 - The camera didn't capture the picture well. That's too shiny.



Picture 2

- c. The camera didn't capture the picture well. There were hot pixels.
 - d. The camera didn't capture the picture well. There was bad lighting.
5. What did Canon suggest Johnny?
- a. Canon suggested that he use the additional lens.
 - b. Canon suggested that he increase the ISO.
 - c. Canon suggested that he decrease the ISO.
 - d. Canon suggested that he decrease the lighting.

Let's Speak



Task 4. Study the dialogue and answer the questions. Then, compare your answers with your partner's.



Dina: Right, can we start please? The main aim of the meeting is to decide the theme of photo competition. Ok, Katharina, what do you think?

Katharina: I'm in favour of one theme. I think, the scenery's photos will be so challenging. They should manage the angle, the exposure, and the saturation. I think that's good to be the theme in the competition.

Dina: Thanks, Katharina. Ok, let's hear a few more views. Sam what's your opinion?

Sam: Mmm, I agree with her. How about giving them some other requirements, such as they cannot use any tripod in taking picture, it should be their own photo, and it should be no editing?

Dina : Wow, that's great. Thanks, Sam. Simona, what's your view? You're a senior photographer.

Simona : In my opinion, it will be great if we have a competition in scenery theme. Yes, I agree with them. It is so challenging, the lighting will influence the result, so the photographers should manage all the exposure. And that's good to prevent them in using a tripod. But, I also suggest you allow them to use the additional lens, in order to get the picture they want.

Dina : Ok, we will have the scenery's photos in our competition, we will not allow them in using tripod, and it is free to use additional lens.

Adapted from download.microsoft.com

Questions

1. What is Katharina's opinion about the theme of the photo's competition?
2. What is Sam's opinion about the requirements of the photo's competition?
3. Does Dina agree with Sam's opinion?
4. How does Simona suggest others in order to get the picture they want?
5. What is your opinion about the use of a tripod in capturing a picture?



Task 5. *These are some words you found in the previous dialogue. Match the words in column A with the meanings in column B. Ask your teacher if you find difficulties.*

A

B

scenery ['si:nri] (noun)

a position from which something is viewed

requirement [rɪ'kwaɪəmənt] (n)

the general appearance of the natural environment, especially when it is beautiful

angle ['æŋgl] (noun)

when someone is trying to win something or be more successful than someone else

competition [kəmpe'tɪʃn] (noun)

something that you must do, or something you need

Wisdom Word:

“A picture paints a thousand words”

-Frederick R. Barnard-



Task 6. In the previous monolog and dialogue you found some expressions in giving opinions and giving suggestions. Now let's study those expressions. Just ask your friends or your teachers to help you if you find any difficulty.

Giving Opinions

Here are some expressions usually used to give opinions.

- In my opinion...
- I think...
- I (really) feel that...
- The way I see things...
- If you ask me,... I tend to think that...

Examples:

Well, **I think** they were good enough in giving the explanations about the hot pixels.

In my opinion, it will be great if we have a competition in scenery theme.

Giving Suggestions

The following expressions are usually used when we suggest someone for doing something.

- I suggest...
- Why don't ...
- Why not...
- How about...

Examples:

How about giving them some other requirements, such as they cannot use any tripod in taking a picture, it should be their own photo, and it should be no editing?

But, **I also suggest** you allow them to use the additional lens, in order to get the picture they want.



Wisdom Word:

"If opportunity doesn't knock, build a door".

-Milton Berle-



Task 7. *Work on your own and give suggestions on the situations below.*

Example:

Situation: I have to capture the scenery now, but I have no any interesting object.

Suggestion: How about going to the river behind the school and taking a picture there?

1. I don't like to use a tripod, but I need something to make my camera stable.
2. I really love using the micro mode, but I have no any interesting micro object.
3. I like to capture a moving object, but it is always blurring.
4. I have to take some photos about the concert, but I don't get any ticket.
5. I don't like to use the blitz, but it is too dark.

2. Reading and Writing

Let's Read



Task 8. *Read the text carefully and answer the questions. Try to work on your own.*

My Cameras

I take most of my pictures when traveling. We usually take along at least three cameras: the S40, the DSLR (formerly 7i, now 10D), and AE-1. A crucial discovery happened on our recent trip to Lebanon. I had taken the AE-1 along as backup. The reason was that I simply enjoyed using the AE-1 more; I especially loved the control over depth of field and the responsiveness. This experience was a major reason why I decided to dump the 7i for the 10D.

While I quite enjoy scanning, I also really like the freedom of being able to shoot as much as I like, and of seeing what I shot immediately. (The metering on the AE-1 let me down badly a few times in low light, and I wasted about two entire rolls of film; I really would have liked a few frames on them to succeed. I know, more practice needed).

We get around on foot a lot. When we're actually on the road, my wife usually carries the S40, and shoots her pictures with that. I carry the big camera either the film one or the digital one. Especially with the real SLR's, this produces a nice synergy, as I generally only carry one lens. If I just can't get the shot at that focal length, the 35-105 zoom on the S40 comes in very handy.



Picture 4.

<http://tiarakartika.wordpress.com>

Questions

1. What is the writer's hobby?
2. When did the writer go recently?
3. Why did he enjoy using AE-1?
4. 'I take most of my pictures when traveling' (Par 1, Line 1). The word 'take' has similar meaning to...
5. "...and shoots her pictures with that" (Par 3, Line 2). The word "her" refers to...



Task 9. These are some words you have found in Task 8. Find the synonyms of the words below based on the context. Use your dictionary if necessary.

Words	Synonyms
crucial ['kru:ʃl] (adj)	
responsiveness [rɪ'spɒnsɪvənəs] (noun)	
roll [rəʊl] (noun)	
frame [freɪm] (noun)	
digital ['dɪdʒɪtəl] (noun)	
film [fɪlm] (noun)	



Task 10. Based on the text in Task 8, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partner.

Statement	T/F	Evidence
The writer took most of the pictures when having a trip.	T	Paragraph 1, sentence 1.
They brought camera's backup for more than four.		.....
They have just travelled to Lebanon.		.....
The writer enjoyed using S40 because of the responsiveness.		.....
The writer likes to shoot what he wants immediately.		.....
The writer went to Lebanon with his daughter.		.....

Let's Write



Task 11. Below is a text about someone's experience about his camera. Read carefully and then find the meanings of the words based on the context.

My Experiences

I got into photography pretty early. I was 7 years old when they gave me a camera to play with. Both my mother and my father are photo enthusiasts. My father was mathematics' lecturer in a university in my city; while my Mother was a good English teacher in a senior high school.

Introduction that gives an orientation.

It was started when my father let me use his old Olympus. By age ten, I was borrowing their Minolta SLR. By age 12, they had helped me set up a darkroom in the basement, and I was happily making prints. It wasn't until I was 16, though, that I got my first very own camera, a Canon T70.

Sequence of events that recount the past in the order in which the events occurred.

However, my interest in photography waned after I moved out from my parents and lost access to that darkroom. I moved to Yogyakarta. I was disappointed in the quality of the prints the minilab could get me, and started to feel that lugging around the T70, two or three lenses, a tripod, and a flash just wasn't worth the effort. So I ended up selling them and buying an Olympus Centurion APS point-and-shoot instead. For about seven years, I didn't shoot anything more ambitious than holiday snaps (even if some of these turned out quite nice).

However, because the extra cropping flexibility APS, I started to shoot again. I was pretty happy. I liked the print quality, actually.

Concluding paragraph.

Adapted from http://www.prime-junta.net/pont/Pontification/aa_Equipment/a_Role_of_Equipment.html

Words	Meanings
photography [fə'tɒgrəfi] (noun)	
print [print] (noun)	
wane [weɪn] (verb)	
shoot [ʃu:t] (verb)	
ambitious [æm'bɪʃəs] (adj)	



Task 12. Now, answer the following questions based on the text in Task 11.

1. Who made the writer like photography?
2. When did the writer start to use the Minolta SLR?
3. Where did the writer move?
4. Did the writer get her/his own camera? When?
5. Why did the writer's interest decrease?



Task 13. Study the explanation below. When you have understood it, help your friends to understand the content.

Recount text

What is a recount?

A **recount** is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Features of a recount

1) *Constructing a written recount*

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

- A first paragraph that gives background information about who, what, where, and when (called an orientation).
- A series of paragraphs that retell the events in the order in which they happened.
- A concluding paragraph (not always necessary).

2) *Language features in a recount*

The language features usually found in a recount are:

- Proper nouns to identify those involved in the text.
- Descriptive words to give details about who, what, when, where, and how.
- The use of the past tense to retell the events.

S+ V2+ O/C

In the previous tasks you have found those sentences.

1. They gave me a camera to play with when I must've been about seven years old; after this, my father let me use his old Olympus.
 2. However, my interest in photography waned after I moved out from my parents and lost access to that darkroom.
- Words that show the order of events (for example, *first, next, then*)



Task 14. Change the verb in brackets into the one in the simple past tense. Compare your answers with your partner's.

In the autumn of 2002, I ____ (buy) a slide scanner, to scan and present some of the family's huge collection of slides over the years. I ____ (like) it a lot: it really ____ (make) me appreciate what film can do. So much, in fact, that I ____ (go) and ____ (buy) back something very like I had sold nearly ten years ago ____ a manual-focus, near-manual vintage Canon SLR: the AE-1.

C. Let's Do More



Task 15. Do a role play with your partner. One of you acts as the photographer, other acts as the owner of the photos' gallery. You give the opinion and suggestion about the photo hanging on the gallery.



Picture 2. <http://2.bp.blogspot.com/>

D. Let's Go Further



Task 16. Write your experience about using a camera. Ask your teacher if you find difficulties and do your best.

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	Very much	Much	Little
Giving opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling past events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Let's Make a Summary

In this unit you have learnt how to give opinions and suggestions to people around you. Here is the summary of what you have learnt.

☉ Giving Opinions

Here are some expressions usually used to give opinions.

- In my opinion...
- I think...
- I (really) feel that...
- The way I see things...
- If you ask me,... I tend to think that...

☉ Giving Suggestions

The following expressions are usually used when we suggest someone to do something.

- I suggest...
- Why don't ...
- Why not...
- How about...

Recount text

What is a recount?

A **recount** is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Features of a recount

1) *Constructing a written recount*

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

- A first paragraph that gives background information about who, what, where, and when (called an orientation).
- A series of paragraphs that retell the events in the order in which they happened.
- A concluding paragraph (not always necessary).

2) *Language features in a recount*

The language features usually found in a recount are:

- Proper nouns to identify those involved in the text.
- Descriptive words to give details about who, what, when, where, and how.
- The use of the past tense to retell the events.
- Words that show the order of events (for example, *first, next, then*)

G. Vocabulary List

ambitious [æm'biʃəs] (adj)	: ambisius
angle ['æŋɡl] (noun)	: sudut pandang
capture ['kæptʃə] (verb)	: mengambil (foto)
competition [kəmpe'tiʃn] (noun)	: pertandingan
crucial ['kru:ʃl] (adj)	: sangat penting
decrease [di:'kri:s] (verb)	: menurunkan
digital ['di:dʒɪtəl] (noun)	: digital
exposure [ɪk'spəʊʒə] (noun)	: pencahayaan
film [fɪlm] (noun)	: film
frame [freɪm] (noun)	: bingkai
hot pixel [hɒt'pɪksəl] (noun)	: piksel pada foto yang terlihat lebih terang dibanding yang seharusnya
lens [lenz] (noun)	: lensa
manage ['mænɪdʒ] (verb)	: mengatur
noise [nɔɪz] (noun)	: tidak jernih(foto)
photography [fə'tɒɡrəfi] (noun)	: fotografi
print [prɪnt] (noun)	: cetakan
produce [prə'dju:s] (verb)	: menghasilkan
requirement [rɪ'kwaɪəmənt] (noun)	: persyaratan
responsiveness [rɪ'spɒnsɪv nəʃ] (noun)	: peka
review [rɪ'vju:] (verb)	: melihat
roll [rəʊl] (noun)	: gulungan
scenery ['si:nəri] (noun)	: pemandangan
shoot [ʃu:t] (verb)	: mengambil (foto)
speck [spek] (noun)	: titik
wane [weɪn] (verb)	: menurun

CHANGE YOUR PASSWORD.

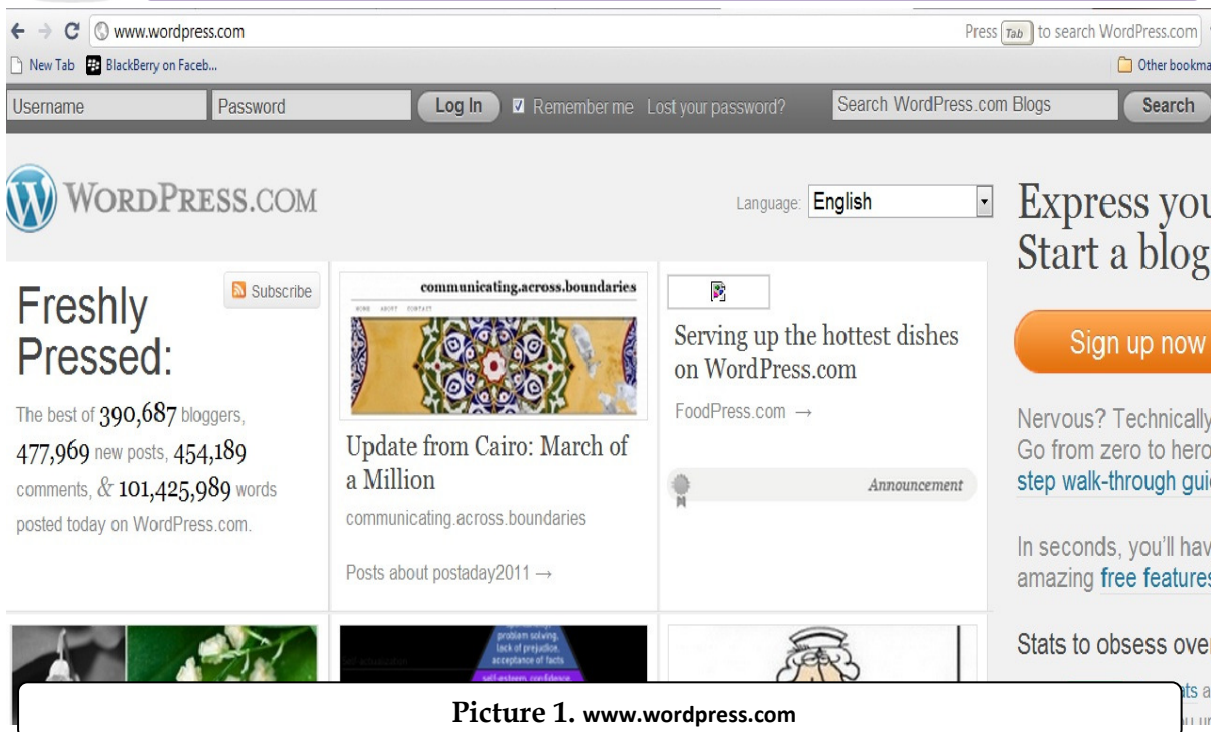
UNIT 2

Internet is one of the common things in your life. You usually deal with the use of the internet; one of them is making a website. In a website, you have to understand the instructions given. There are some instructions there, such as: making the website, changing the password, and personalizing the theme of the website. In this unit, you will learn how to give instructions and understand the instructions.

A. Let's Get Started



Task 1. Study the picture below and answer the questions.



Picture 1. www.wordpress.com

1. Do you know what it is?
2. Do you have any website? Tell your teacher if you have one.

B. Let's Study

1. Listening and Speaking

Let's Listen



Task 2. These are some words you will find in Task 3. Match the words in column A with the meanings in column B with your partner. Ask your teacher if you find difficulties.

A	B
online ['ɒnlaɪn] (adv)	able to avoid being harmed by any risk, danger or threat
change [tʃeɪnʒ] (verb)	at regular intervals
periodically [pɪˈrɪˌɒdɪkli] (adv)	to give an answer to a particular question when you do not have all the facts and so cannot be certain if you are correct
secure [sɪˈkjʊə] (adj)	to move text or other information on a computer screen in order to view a different part of it
guess [ges] (verb)	to make or become different
scroll [skrəʊl] (verb)	able to be easily physically, emotionally, or mentally hurt, influenced or attacked
vulnerable ['vʌlnərəbl] (adj)	to be able to use email or the Internet



Task 3. You are going to listen to a monolog twice. Listen to the monolog carefully and take notes for the important information. Then answer the following questions. The listening script is in the Appendix.

Questions:

1. What is the monolog about?
2. What is the first step of changing the password?
3. What should you do before clicking the personal setting?
4. What should you do in New Password Area?
5. Why is it important to change the password?



Picture 2. <http://img.ehowcdn.com>

Let's Speak



Task 4. Study the dialogue and answer the questions. Then, compare your answers with your partner's.



Picture 3. <http://img.ehowcdn.com>

Sari: I have got an email from my brother. I wonder why there is always a funny quotation in the end of his email. I think that's not efficient.

Aan: Aha, that will not spend your time Sar.

Sari: Hah, how come? The quotation is not simple; we need some minutes to type that.

Aan: Mmm, that is an email signature. An email signature is an efficient way to provide all those details you want to include in every email without having to retype them.

Sari : Wow, do you know how to make an email signature for Yahoo! Mail?

Aan : First, sign in to your Yahoo! Mail account. From the top navigation bar, click on "Options."

Sari : Then what should I do?

Aan : Find the "Signature" link in the "Management" column. Next, you can include your name, employment title, email address, mailing address, phone number, fax number or any other information you want. Some people like to include a brief quote or humorous line at the bottom of their signatures.

Sari : Wow, what is next?

Aan : Input the information into the text field. Next, hit the "Save" button at the bottom. Last, add your signature manually by checking the "Use my signature" check box at the bottom of every Yahoo! Mail message.

Sari : Excellent, I will make it then. Thank you.

Aan : You're welcome

Adapted from http://www.ehow.com/how_2070012_make-email-signature-yahoo-mail.html

Questions

1. What is an email signature?
2. What should you do after logging in your yahoo account?
3. What can you include in the signature?
4. Where do you find the signature link?
5. When do you click the save button?



Task 5. *These are some words you found in the previous dialogue. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.*

Words	Meanings
quotation [kwəʊ'teɪʃn] (noun)	
signature ['sɪɡnətʃə] (noun)	
hit [hɪt] (verb)	



Task 6. *In the previous monolog and dialogue you found some sequence markers and giving instructions. Now let's study those expressions.*

Sequence Markers

People may ask you instructions on how to do something. It may be something simple like how to make a website or it may be something more difficult, like setting an email signature.

To do this use sequence markers. These are words which guide the listener or reader through the instructions, by giving them the order of steps to follow. Common sequence markers are:

first	second	third	forth
after that	next	before that	then
you begin by	the last step is	now	finish

Example:

Giving Instructions

How to make a blog?

First, head to WordPress.com and click the sign up button. Choose a domain name for your first blog. **Next**, choose a unique username that will identify you in the WordPress.com community...

How to change a password?

First, log in to your website. **Then**, please visit your Personal Settings. **After that**, scroll to the bottom of the page to the New Password Area...



Task 7. *Work in pairs. Take turns with your partner to give the instructions based on the situations below.*

1. You want to make a facebook account. You have to explain how to make the account to your friend,.
2. You are able to change your email password and your friends are interested in learning it. You have to explain the steps to your friends.
3. Your friend is interested in your blog and she/he wants to make one. You have to explain the steps of making the blog.

2. Reading and Writing

Let's Read



Task 8. *These are some words you will find in Task 9. Find the meanings of the words below based on context. Use your dictionary if necessary.*

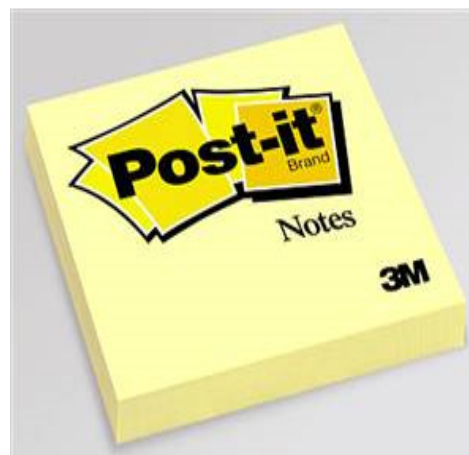
Words	Meanings
publish ['pʌblɪʃ] (verb)	
bunch [bʌntʃ] (noun)	
captivate ['kæptɪveɪt] (verb)	
intrigue [ɪn'tri:g] (verb)	
save [seɪv] (verb)	



Task 9. *Read the text carefully and answer the following questions. Try to work on your own.*

Publish your Post.

The purpose of making a blog is to share the ideas. Here are steps of publishing the ideas. First, log in to your WordPress.com dashboard, and over on the left you'll see a bunch of menu options. Click on the little arrow to the right of the word Posts, and choose the "Add New" option.



Then, write your title in the box up at the top, just like you would with an email. This is your blog's title, like a headline. It's important, so be sure to use your blog title as a way to captivate your readers by intriguing them with a fascinating, well-written headline.

Now, write the body of the post. This is what comes below the headline/title. If you make sure the "Visual" tab is selected (top right of the editor), rather than "HTML," you'll be able to use a familiar set of Word Processor-like tools for bolding, italicizing and otherwise formatting your content. If you need additional formatting options, you can expand the editing toolbar by selecting the Kitchen Sink icon. After that type in what you want here. You can save it at any time (without sharing it with the world) by hitting the "Save Draft" button. When you're ready to share your content with the world, it's as simple as hitting "Publish". Once you've done that, click on "View Post" and you can check out exactly how your content looks to the rest of the world. Then, congratulations, you're a published author.

Adapted from <http://learn.wordpress.com/get-published/>

Questions

1. What is the purpose of publishing the post?
2. Where do you write the blog's title?
3. Where do you find the "add new" option?
4. What is the function of "Save Draft" button?
5. When do you click "Publish" button?



Task 10. Based on the text in Task 9, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partner.

Statement	T/F	Evidence
The purpose of making a blog is to share the ideas.	T	Paragraph 1, sentence 1.
The first step of publishing the post is log in to wordpress dashboard.		.....
You can expand the editing toolbar by selecting the "Add New" option, if you need additional formatting options		.....
You cannot save your post in draft.		
The function of "Publish" button is to edit the post.		
You can review the post by hitting the "View Post" button.		.....

Let's Write



Task 11. Below is a text about how to customize the image header of the page. Read carefully and then find the meanings of the words based on the context.

Customize your Header.

Customization is a good thing. Several of the themes at WordPress.com feature an option which allows users to upload their very own custom image header to obtain a much more personalized look and feel. The use of this option is completely free, and you do not need to purchase the Custom CSS Upgrade in order to change your header (as long as you're using one of the themes that include the option, of course).

The first thing that you should do is to upload a Custom Header Image. Go to **Appearance then Header** in your blog's dashboard. If you do not see the option, this means that your current theme does not support the use of a custom image header. Please refer to the list of supported themes.

Then, browse for the file on your computer and click **Upload**. All cropped images will be converted to jpegs. Using an image of exactly the right size will produce the best results, and this is certainly recommended. To preserve transparency in an image use a .gif or .png image of exactly the right size. If you uploaded an image that doesn't match the exact dimensions of your current theme's header, you will need to crop it accordingly.

Next, select the portion of the image that you'd like to use for the header, and then click **Crop and Publish**. Then the last your header is complete. Visit your site and you should see the new header.

Words	Meanings
customization/ ['kʌstəmaɪʒən](noun)	
theme [θi:m] (noun)	
feature ['fi:tʃə] (noun)	
purchase ['pɜ:tʃəs] (verb)	
upload [ʌpləʊd] (verb)	
crop [krɒp] (verb)	



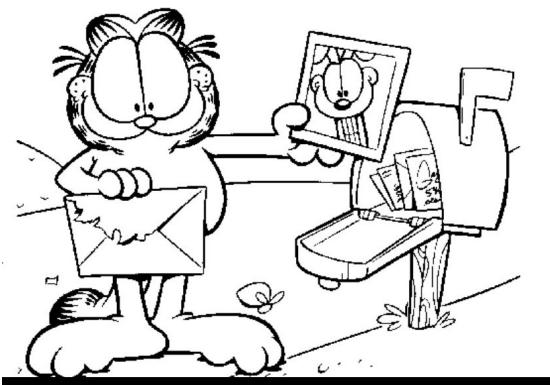
Task 12. Now, check your comprehension by finding the main idea of each paragraph of the text in Task 11.

Paragraph 1:

Paragraph 1:

Paragraph 1:

Paragraph 1:



Wisdom Word:

“A vision is not just a picture of what could be; it is an appeal to our better selves, a call to become something more”

-Rosabeth Moss Kanter-



Task 13. Study the explanation below. When you have understood it, help your friends to understand the content.

Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to register a website. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structures of a procedure text are:

- Goal: something to achieve.
- Materials: things needed to achieve the goal.
- Steps: activities to achieve the goal.

The language features are:

- action verbs
- nouns, noun phrase
- imperative sentence

See the example below.

How to publish the post?

→ goal

Equipments:

1. Internet
2. Computer

→ equipment

Steps:

1. First, log in to your WordPress.com dashboard.
2. Then, write your title in the box up at the top.
3. Now, write the body of the post.
4. When you're ready to share your content with the world, it's as simple as hitting "Publish".
5. Then, congratulations, you're a published author.

→ steps



Task 14. Take a look at the following pictures. Arrange the jumbled procedure of making an avatar image to the blog below based on each picture with your partner.

1.

2.

3.

4.

5.

6.

Picture 2. www.wordpress.com

1. It is also possible to upload an image to represent your blog when it appears in various places on WordPress.com (unless you've set it to private). Click on "browse" and locate the image file on your computer.
2. You can also change your email address, time zone, date and time settings, and language settings here. Don't forget to save your changes.

3. Once you've found the image you want, choose "upload image." You can always change this image later if you decide you want a different one. Once the image has uploaded, you'll be able to crop the photo by making the box bigger or smaller.
4. Adjust your blog title to your liking. You can also add a tagline here, which will appear under your title, usually at the top of your blog.
5. Once it's uploaded, it will look like this in your General Settings.
6. Open up the settings menu. Click "General" and you'll be taken right there.

C. Let's Do More



Task 15. Tell the class how to customize the header image in your own words based on the text in Task 10.

D. Let's Go Further



Task 16. Write a short instruction based on the text below. Use the imperative form and sequence markers you have learnt.

How to Make a Hotmail Email Account

Hotmail is an appealing option since you are able to send out and receive emails in an HTML format, which is much more attractive than plain text emails. Setting up a free webmail is very not hard to do. On this page, you will learn the right way to create a Hotmail email account. The first thing that you have to do is go to the Hotmail email web page and click the "Sign up" button. You'll then be viewing a registration form that needs to be filled up. After that you should type the first text box which says "Windows Live ID" and choose the type of free email domain that's right for you - @live.com or @hotmail.com. Then, you need to check the availability of the hotmail email account that you have created. If it is currently taken, change it and choose a more different hotmail email account. Next, key in your password and remember to not discuss it with any person for this is going to be used each time you log-in to your free webmail. After you do those all, you can place an alternate email address to the textbox. This will be used later should you forgot your password and a password request will be delivered to this alternate email address. If you would like to not place an alternate email address, you could choose a security question and you will be asked to provide an answer for it.

Then you can pick from the drop-down boxes your country and state. Next type your zip code based on your country and state. Pick your gender. Type your birth year. It must be a four digit. Type an accurate captcha or the characters you see on the picture. If you typed it correctly, this is a sign that you're not a spammer or a bot. Finally you can click on the "Accept" button if you accept the Microsoft service agreement and privacy statement. Read the contract before clicking the "Accept"

button. You will then be directed to your freshly made hotmail email account and you will get an email. Start reading your first mailbox message and you will be guided with the hottest updates and features of the hotmail email account.

Adapted from <http://www.taiwanholidaysblog.com/general-travel-info/ten-easy-procedures-on-how-to-make-a-hotmail-email-account>

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	very much	much	Little
Giving instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using sequence markers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the generic structure of a procedure text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a procedure text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Let's Make a Summary

In this unit you have learnt how to give instructions, use the sequence markers, and make a procedure text. Here is the summary of what you have learnt.

Sequence Markers

These are words which guide the listener or reader through the instructions, by giving them the order of steps to follow. Common sequence markers are:

first	second	third	forth
after that	next	before that	then
you begin by	the last step is	now	finish

Example:

How to make a blog? : **First**, head to WordPress.com and click the sign up button. Choose a domain name for your first blog. **Next**, choose a unique username that will identify you in the WordPress.com community...

Procedural Text

Procedures help/tell us to do a task or make something. They can be a set of instructions or directions e.g. step by step method to check the engine oil. Procedures begin by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order.

The generic structures of a procedure text are:

- Goal: something to achieve.
- Materials: things needed to achieve the goal.
- Steps: activities to achieve the goal.

The language features are:

- action verbs
- nouns, noun phrase
- imperative sentence

See the example below.

How to publish the post?

→ goal

Equipments:

1. Internet
2. Computer

→ equipment

Steps:

1. First, log in to your WordPress.com dashboard.
2. Then, write your title in the box up at the top.
3. Now, write the body of the post.
4. When you're ready to share your content with the world, it's as simple as hitting "Publish".
5. Then, congratulations, you're a published author.

→ steps

G. Vocabulary List

account [ə'kaʊnt] (noun)	: akun
bunch [bʌntʃ] (noun)	: kumpulan
button ['bʌtən] (noun)	: tombol
captivate ['kæptɪveɪt] (verb)	: menarik
change [tʃeɪnʒ] (verb)	: merubah
confirmation [kən'fɜːmeɪʃn] (noun)	: konfirmasi
crop [krɒp] (verb)	: memotong
customization/ ['kʌstəmaɪzən](noun)	: kustomisasi
domain [də'meɪn] (noun)	: wilayah
feature ['fi:tʃə] (noun)	: fitur
folder['fəʊldə] (noun)	: folder
guess [ges] (verb)	: tamu
hit [hɪt] (verb)	: tekan
instruction [ɪn'strʌkʃənz] (noun)	: instruksi
intrigue [ɪn'triːg] (verb)	: menarik
online ['ɒnlaɪn] (adv)	: online
password ['pɑːswɜːd] (noun)	: katasandi
periodically [piːri'ɒdɪkli] (adv)	: secara periodic
publish ['pʌblɪʃ] (verb)	: menerbitkan
purchase ['pɜːtʃəs] (verb)	: membayar
quotation [kwəʊ'teɪʃn] (noun)	: kutipan
save [seɪv] (verb)	: menyimpan
scroll [skrəʊl] (verb)	: menggulir
secure [sɪ'kjʊə] (adj)	: aman
share ['ʃeə](verb)	: membagikan
signature ['sɪɡnətʃə] (noun)	: tanda tangan
signup/ [saɪnʌp] (verb)	: mendaftar
spam/ [spʌm] (noun)	: gangguan
theme [θiːm] (noun)	: tema
trash [træʃ] (noun)	: sampah
upload [ʌpləʊd] (verb)	: mengunggah
username[juːzəneɪm] (noun)	: nama pengguna
vulnerable ['vʌlnərəbl] (adj)	: rentan

NO CAMERA PLEASE.

Have you ever seen a sign post? Where do you usually see? There are some reasons why many people use a sign post. It is important to understand the meaning of the sign post. It is usually a way to prohibit someone. Well, now in this unit you are going to study the sign posts.

UNIT 3

A. Let's Get Started



Task 1. Study the picture below and answer the questions.



1. Do you know what it is?
2. Have you ever seen this picture? Where?

B. Let's Study

1. Listening and Speaking

Let's Listen



Task 2. These are some words you will find in Task 3. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their meanings in your dictionary.

Words	Meanings
separate ['sepəreɪt] (verb)	
enter ['entə] (verb)	
security [sɪ'kjʊərɪti] (noun)	
guard [gɑ:d] (noun)	



Task 3. You are going to listen to a monologue twice. Listen to the monologue carefully. Then answer the following questions and compare your answers with your partner's. The listening script is in the Appendix.



Picture 2.

<http://www.8pmnews.com>

1. What is the monologue about?
2. Where did they go over the summer?
3. Could they use their camera?
4. Where did they find the "no cameras" notices except in the front of the door?
5. When did the safety guard check the camera?

Wisdom Word:

"You only live once, but if you do it right, once is enough."

-Mae West-



Let's Speak



Task 4. Study the dialogue and answer the questions. Then, compare your answers with your partner's.



Picture 3.
<http://www.highsnobiety.com>

Huda: I have just visited a photo exhibition in our school, that's awesome.

Siregar: Really? I must go there. I have to capture all the photos there.

Huda: No, you cannot do that. The committee do not allow the visitors to use their camera. There are some rules for the visitors.

Siregar: Mmm, do you remember the rules?

Huda : The visitors must not use the camera and video recording. The committee do not allow the visitor to smoke in the exhibition room.

Siregar : That's good. What else?

Huda : In the front of the door, there is a notice for the visitors. That is "Welcome, please sign in at office". So, you should register yourself in the receptionist.

Siregar : Wow, can I bring some snacks?

Huda : No, you cannot. You will find a NO EATING and NO DRINKING notices in the door.

Siregar : Ok. Thank you. I must go to the exhibition.

Huda : You're welcome.

Adapted from oia.osu.edu/photo-contest.html

Questions

1. Where was the photo exhibition held?
2. Did they allow the visitors to smoke?
3. Could the visitors bring any snack?
4. What should the visitors do before entering the exhibition room?
5. What is the meaning of NO EATING and NO DRINKING?



Task 5. These are some words you found in the previous dialogue. Match the words in column A with the meanings in column B. Ask your teacher if you find difficulties.

Words	Meanings
committee [kə'miti:] (noun)	
visitor ['vɪzɪtə] (noun)	
register ['redʒɪstə] (verb)	



Task 6. Study the following explanation.

Must is stronger than *have to* and indicates urgency or stresses importance.

e.g.:

I must go there

The visitors must agree to all the rules.

I have to capture all the photos there.

do not have to = lack of necessity

must not = prohibition

e.g.: The visitors must not use the camera and video recording



Task 7. Study the road signs below with your partner. Choose the appropriate meanings for the signs.

- The sign means ...
 - you must register yourself.
 - you must go to the office.
 - you must say "welcome"
- The sign means ...
 - you must be silent.
 - you don't have to be silent.
 - you must be noisy.



3. The sign means ...
a. you must take the photos.
b. you must not take any photos .
c. you can bring your camera.



4. The sign means ...
a. you must not park
b. you must park.
c. you can park.



5. The sign means ...
a. you must not touch the photos.
b. you must touch the photos.
c. you can touch the photos.



6. The sign means ...
a. you must go to the restricted area.
b. you must not enter the restricted area.
c. you can enter the restricted area.



7. The sign means ...
a. you must not bring the weapons, cameras, video, and cell phone.
b. you can bring the weapons, cameras, video, and cell phone.
c. you have to bring the weapons, cameras, video, and cell phone.



8. The sign means ...
a. you don't have to stop.
b. you must stop.
c. you can't stop.



2. Reading and Writing

Let's Read



Task 8. These are some words you will find in Task 9. Find the synonyms of the words below based on context. Use your dictionary if necessary.

Words	Synonyms
suitable ['su:təbl] (adj)	
internal [m'tə:nl] (adj)	
receiver [rɪ'si:və] (noun)	
sender ['sendə] (noun)	



Task 9. Read the text carefully and answer the following questions. Try to work in pairs.



MEMO

Memos are useful in situations where e-mails or text messages are not suitable. For example, if you are sending an object, such as a book or a paper that needs to be signed, through internal office mail, you can use a memo as a covering note to explain what the receiver should do.

Memos should have the following sections and content: (1) A 'To' section containing the name of the receiver. For informal memos, the receiver's given name; e.g. 'To: Andy' is enough. For more formal memos, use the receiver's full name. (2) A 'From' section containing the name of the sender. For informal memos, the sender's other name; e.g. 'From: Bill' is enough. For more formal memos, use the sender's full name. (3) A 'Date' section. To avoid confusion between the British and American date systems, write the month as a word or an abbreviation; e.g. 'January' or 'Jan'. (4) A Subject Heading. (5) The message. Unless the memo is a brief note, a well-organised memo message should contain the following sections:

1. Situation - an Introduction or the purpose of the memo

2. Problem (optional) - for example: "Since the move to the new office in Kowloon Bay, staff has difficulty in finding a nearby place to buy lunch."
3. Solution (optional) - for example: "Providing a microwave oven in the pantry would enable staff to bring in their own lunchboxes and reheat their food."
4. Action - this may be the same as the solution, or be the part of the solution that the receiver needs to carry out; e.g. "we would appreciate it if you could authorize up to \$3,000"
5. Politeness - to avoid the receiver refusing to take the action you want, it is important to end with a polite expression; e.g. "Once again, thank you for your support.", or more informally "Thanks".
- (6) Signature. This is optional.

Adapted from <http://www2.elc.polyu.edu.hk/CILL/eiw/memos.htm>

Questions

1. What is the main function of a "memo"?
2. Describe the structure of a memo.
3. What is the function of a "date" section?
4. Is it important to say "thanks"? Why?
5. What is the structure of the "message"?



Task 10. Based on the text in Task 9, decide whether the following statements are true (T) or false (F). Number one has been done as an example. Discuss your answers with your partner.

Statement	T/F	Evidence
Memos are useful in situations where e-mails or text messages are not suitable.	T	Paragraph 1, sentence 1.
A "To" section containing the name of the sender.		.....
A "From" section containing the name of the receiver.		.....
Politeness is the part of the message.		.....
The sender should use a full name for an informal memo.		.....
You cannot use a memo as a covering note to explain what the receiver should do.		.....

Let's Write



Task 11. Below is a memo about notification of resignation. Read carefully and then find the meanings of the words below based on the context.

MEMO

To: Wawan Sianipar, Regional Manager
From: Ferdian, Photographer
Date: 22 February 2011
Subject: Notification of My Resignation

I am writing to inform you of my intention to resign from Kodak Photography.

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.

I feel now that it is time to further develop my knowledge and skills base in a different environment. I have to produce a big photo exhibition by myself.

I would like to leave, if possible, in a month's time on Saturday, 26 March. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.

Once again, thank you for your support.

Ferdian

Adapted from <http://www2.elc.polyu.edu.hk/CILL/eiw/memos.htm>

Words	Meanings
intention [ɪn'tenʃn] (noun)	
resign [rɪ'zaɪn] (verb)	
guidance ['gaɪdəns] (noun)	
workload ['wɜːkləʊd] (noun)	
arrangement [ə'reɪndʒmənt] (noun)	



Task 12. Write the main idea of the previous memo. Use the questions below to help you to write the memo. Try to work in pairs.

1. Who is the sender of the memo?
2. What is the memo about?
3. When does she/he write the memo?
4. Why does she/he send the memo?
5. Who is Wawan Sianipar?

To : _____
From : _____
Date : _____
Subject : _____



Task 13. Study the explanation below. When you have understood it, help your friends to understand the content.

MEMO		
To:	Wawan Sianipar, Regional Manager	→ containing the name of the receiver
From:	Ferdian, Photographer	→ containing the name of the sender
Date:	22 February 2011	→ containing the date of the memo
Subject:	Notification of My Resignation	→ containing the subject of the memo
I am writing to inform you of my intention to resign from Kodak Photography.		→ Situation
I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.		→ Problem
I feel now that it is time to further develop my knowledge and skills base in a different environment. I have to produce a big photo exhibition by myself.		
I would like to leave, if possible, in a month's time on Saturday, 26 March. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.		→ Action
Once again, thank you for your support.		→ Politeness
Ferdian		→ Signature

the message



Task 14. Pretend that you are a secretary of a photo exhibition. Write a memo to the all committees about the rules of exhibition based on the meeting. Try to work with your partner.

MEMO

TO : _____

FROM : _____

DATE : _____

SUBJECT : _____

C. Let's Do More



Task 15. Let's do a role play. Make simple dialogues based on the following situations. Use the expressions of necessity: "must, must not, have and don't have to". Then, act them out with your partner.

You are the person in charge of making the report of all the visitors that come in the photo exhibition. Your friend as your manager asks you to submit the report of the visitors. However, one day you forgot where you put your daily report. Your manager warns you that it is important for you to save all the reports.

D. Let's Go Further



Task 16. Now, find an example of a memo. You may ask for it to your school administration staff or search for it on the website. Then, write the memo in your own words.

E. Let's Do a Reflection

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

Aspects	very much	much	Little
prohibiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using must, must not, have to, don't have to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making a memo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Let's Make a Summary

In this unit you have learnt how to prohibit someone using **must**, **must not**, **have to**, **don't have to** and how to make a memo. Here is the summary of what you have learnt.

Must is stronger than *have to* and indicates urgency or stresses importance.

e.g.:

I must go there

The visitors must agree to all the rules.

I have to capture all the photos there.

do not have to = lack of necessity

must not = prohibition

e.g.: The visitors must not use the camera and video recording

MEMO

To:	Wawan Sianipar, Regional Manager	→	containing the name of the receiver
From:	Ferdian, Photographer	→	containing the name of the sender
Date:	22 February 2011	→	containing the date of the memo
Subject:	Notification of My Resignation	→	containing the subject of the memo

I am writing to inform you of my intention to resign from Kodak Photography. → Situation

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career. → Problem

I feel now that it is time to further develop my knowledge and skills base in a different environment.

I have to produce a big photo exhibition by myself.

I would like to leave, if possible, in a month's time on Saturday, 26 March. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company. → Action

Once again, thank you for your support.

Ferdian

→ Politeness

→ Signature

the message

G. Vocabulary List

arrangement [ə'reɪndʒmənt] (noun)	: susunan
committee [kə'mɪti:] (noun)	: panitia
enter ['entə] (verb)	: masuk
guard [gɑ:d] (noun)	: penjagaan
guidance ['gaɪdəns] (noun)	: pengamanan
intention [ɪn'tenʃn] (noun)	: niat
internal [ɪn'tə:nl] (adj)	: dalam
receiver [rɪ'si:və] (noun)	: penerima
register ['redʒɪstə] (verb)	: mendaftar
resign [rɪ'zaɪn] (verb)	: mengundurkan diri
security [sɪ'kjʊərɪti] (noun)	: pengamanan
sender ['sendə] (noun)	: pengirim
separate ['sepəreɪt] (verb)	: memisahkan
suitable ['su:təbl] (adj)	: tepat
visitor ['vɪzɪtə] (noun)	: pengunjung
workload ['wɜ:ləʊd] (noun)	: bebankerja

Appendix

Unit 1-Task 3

Hi, I am Johnny. I've had a Canon 50d for about six weeks now. After about three weeks, I was reviewing some pictures and noticed this bright green speck. I zoomed in and voila, hot pixel. I then scanned the image and found two more. Then rechecked my images and yes they were all there on images.

So I took it into Canon, they took two weeks to finally get back to me and said "found nothing" and then proceeded to tell me that higher ISO's will produce more noise. They suggested me to decrease the ISO. Well, I think they were good enough in giving the explanations about the hot pixels.

Adapted from *www.martinbaileyphotography.com*

Unit 2-Task 3

Do you know how to change the Password? Passwords are very important to user accounts, but there may come a time when you need to change your password or maybe you forgot your password. It is also important to change the password periodically to keep the website secure. If your password is easy to guess, your online identity is vulnerable. Here are the steps to change the password of Wordpress. First, log in to your website. Then, please visit your Personal Settings. After that, scroll to the bottom of the page to the New Password Area. Then, you can type your new password into both boxes and click the Update Profile button when you are done. Finally, your password has been updated.

Adapted from <http://en.support.wordpress.com/passwords/>

Unit 3

Task 3

Over the summer I went to a photo exhibition and there were no cameras notices everywhere on the website and tickets. When my friends and I got separated into lines to enter we were all patted down. I went to a different line and the person in front of me tried bringing in a camera and the security guard would not let her in and told her to go hide it in the bushes. He showed a notice “NO CAMERAS” in the front of the door. When it was my turn she patted me down very thoroughly and made sure that she didn’t miss a single spot. My friends had much better luck in the other line and said that their guard hardly even touched them and she didn’t even check their bags.

Adapted from forums.photographyreview.com



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(**BAPPEDA**)

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0 / Bappeda / 2331 / 2010

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
Menunjuk : Surat dari an. Dekan, Pembantu Dekan I Fak. Bahasa & Seni Univ. Negeri Yogyakarta Nomor: 1659/H.34.12/PP/X/2010 Tanggal: 27 Oktober 2010 Hal: Izin Penelitian.

MENGIZINKAN :

Kepada :
Nama : **METTAYANA ANGGUN PUSPITASARI**
No. Mhs/NIM/NIP/NIK : 06202241035
Program/Tingkat : S1
Instansi/Perguruan Tinggi : U N Y
Alamat Instansi/Perguruan Tinggi : Kampus Karangmalang, Yogyakarta
Alamat Rumah : Jamur, Sendangrejo, Minggir Sleman
No. Telp/HP : 087839216906
Untuk : Mengadakan penelitian dengan judul:
"DESIGNING ENGLISH LEARNING MATERIALS FOR THE SECOND GRADE STUDENTS OF THE MULTIMEDIA DEPARTEMENT AT SMK N 1 GODEAN SLEMAN"
Lokasi : Kab. Sleman
Waktu : Selama 3 (tiga) bulan mulai tanggal : 29 Oktober 2010 s.d 29 Januari 2011

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 29 Oktober 2010.

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Godean

A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi
u.b.
Ka. Sub Bid. Litbang



PEMERINTAH KABUPATEN SLEMAN
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemanKab.go.id

**SURAT PERNYATAAN BERSEDIA MENYERAHKAN
HASIL - HASIL SURVEY/PENELITIAN
NO.: 070/ 2331**

Kami yang bertanda tangan dibawah ini saya :

1. Nama : METTAYANA ANGGUN PUSPITASARI
2. No. Mahasiswa/NIP/NIM : 06202241035
3. Tingkat (D1, D2, S1, S2, S3) : S1
4. Universitas/Akademi : UNIVERSITAS NEGERI YOGYAKARTA
5. Dosen Pembimbing : JOKO PRIYANA, Ph.D., ANITA TRIASTUTI, Spd, MA
6. Alamat Rumah Peneliti : JAMUR, SENDANGREJO, MINGGIR, SLEMAN,
YOGYAKARTA
7. No. Telp/HP : 087839216906
8. Tempat Lokasi Penelitian/ Survey : SMK N 1 GODEAN

Menyatakan dengan ini kami bersedia untuk menyerahkan hasil - hasil Research/ Penelitian/
pencarian data tentang/ judul :

DESIGNING ENGLISH LEARNING MATERIALS FOR THE SECOND
GRADE STUDENTS OF THE MULTIMEDIA DEPARTMENT
AT SMK N 1 GODEAN, SLEMAN

Kepada BAPPEDA Kabupaten Sleman

Pernyataan ini merupakan bagian yang tidak terlepas dari
Pernyataan perijinan Research/ Penelitian yang kami lakukan dalam
Wilayah Kabupaten Sleman DIY.



Sleman, 29 Oktober 2010

Yang menyatakan

METTAYANA ANGGUN P
(Nama Terang)